Teacher-Leader CLARITY Increases Students’ Achievement in Two Case Studies from Australia and Canada

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Learning Intentions

We are learning to explore and apply collaborative approaches for co-learning and co-laboring through the focused work of the Knowledgeable Other.
Success Criteria

I will be successful if you can

• deepen your understanding of the power of collaboration as a leadership and a learning approach;

• explore teaching and leading strategies that create the conditions for impactful forms of collaborative learning and how these may apply in your system or school context;

• investigate a learning framework for use by Knowledgeable Others that is driven by assessment and integrates an inquiry approach to school improvement and improves outcomes for students.
Norms for Working Together Effectively

- Begin and end on time.
- Listen to each other with respect and trust.
- Hear every voice.
- Invest in your own learning and the learning of others.
- Be open and encouraging: Be safe!
- **Look for the hand signal to come together.**
- Suffering is optional!
- Please turn off your email and cellphones
- Join me on Twitter in the Breaks
- Celebrate your work and have fun!
## 14 Parameters of Improvement

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shared Beliefs</strong></td>
<td>Designated Knowledgeable Other</td>
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<tr>
<td>Case management approach</td>
<td>Job-embedded PL</td>
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<tr>
<td>Staff commitment to learning</td>
<td>Parental &amp; community involvement</td>
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<tr>
<td><strong>Ongoing assessment improves instruction</strong></td>
<td>Collaborative assessment of student work</td>
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<tr>
<td><strong>Principal as Learning Leader</strong></td>
<td>Multi-modal resources in central place</td>
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<tr>
<td><strong>Early &amp; on-going intervention</strong></td>
<td>Commit school budget to priority</td>
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<tr>
<td><strong>Parental &amp; community involvement</strong></td>
<td>Literacy instruction in content areas</td>
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<tr>
<td><strong>Staff commitment to learning</strong></td>
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<tr>
<td><strong>Shared responsibility &amp; accountability</strong></td>
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Shared Beliefs and Understandings Among All Staff that:

• All students can achieve high standards given the right time and the right support.
• All teachers can teach to high standards given the right assistance.
• High expectations and early and ongoing intervention are essential.
• Leaders and teachers need to be able to articulate why they do what they do and why they teach the way they do.
The CCEAM paper is based on a broader recent research study

- Over 500 participants
- International participation
- Survey data and interviews

1. What are the leadership behaviours that build readiness for deeper forms of collaborative learning?

2. What are the tangible steps that foster a culture of co-learning about powerful practice?

3. What are collaborative processes that participants feel have an impact on student achievement and what evidence do they have?

4. How can educators best sustain a culture of collaboration and inquiry which increases student achievement?
Research: 10 Key Themes

1. Shared beliefs and understandings solidify purpose and sustain motivation

2. Practicing together using an inquiry stance can accelerate educator learning and improve outcomes for students

3. Collaborative learning is best understood as an evolving journey

4. Some collaborative processes allow for deeper learning than others

5. Leadership behaviours and organizational structures impact relationships and the depth of work collaborators do together
6. Strong collaboration includes impactful leadership and facilitation skills

7. Strong relationships are foundational in building a positive learning culture

8. Creative solutions are needed to mitigate the problem of time together

9. A focus on student work and growth helps to keep collaborative work on track

10. Deeper forms of collaboration for both educators and students are built on a foundation of trust and safety
Leaders who can articulate a vision for a school culture that values increased **teacher voice and teacher leadership**, are especially influential in increasing teachers’ capacity to change practice to increase all students’ achievement (Rennie Center on Educational Research & Policy and Edvestors, 2012, p. 9)
Teacher Leadership

• Is the optimal way to support and motivate teachers

  *Teacher-leaders are successful when*

• they create the conditions where teachers can be successful day after day by being involved in structured collaborative work in schools as well as across and beyond schools.
Learning how to discern what to model and how to model it by:

- Reflectively examining their own practice and that of others;
- Honing their own assessment and instructional skills while supporting and modeling for their peers; and
- Working with teachers as co-teachers using self- and peer-assessment processes with learning partners as this improves both student achievement and teacher efficacy (Hattie, 2009).
….. principals who promoted shared decision-making enhanced teacher participation in Collaborative Inquiry (M. Robinson et al., 2010, p. ii). Most importantly, the process of inquiry resulted in qualitatively different kinds of conversations between and among teachers and leaders—conversations that indicated an intention to take action to address student learning needs.

**FINDING:** Teacher-Leaders who engage colleagues in Collaborative Learning through inquiry change the nature of learning conversations to focus on students’ growth and achievement.
<table>
<thead>
<tr>
<th>Supports for Teachers</th>
<th>Percentage of Respondents Who Strongly Agreed or Agreed Regarding the Importance of Supports</th>
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</thead>
<tbody>
<tr>
<td>A non-judgmental approach to learning</td>
<td>97%</td>
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<tr>
<td>Time to work with peers during the day</td>
<td>96%</td>
</tr>
<tr>
<td>Opportunities to practice</td>
<td>95%</td>
</tr>
<tr>
<td>Being a participant in inquiry</td>
<td>94%</td>
</tr>
<tr>
<td>Having an inquiry approach modeled</td>
<td>91%</td>
</tr>
<tr>
<td>Seeing exemplary practice</td>
<td>88%</td>
</tr>
<tr>
<td>Watching a video of a Collaborative Inquiry process in action</td>
<td>64%</td>
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1. Teacher-leaders Must Be Carefully Selected

They must be recognized by their peers as:

- exhibiting skill in instruction and assessment
- being valuable to them as professionals
- being passionate about ongoing learning
- having strong interpersonal skills

- having strong communication skills
- having high energy and being enthusiastic about being part of collaborative teams
- being committed to taking action with others
- being open to learning
- being good listeners
2. Teacher-Leaders Are Collaborative

They:

• model a positive learning stance;
• are willing as a teacher and teacher-leader to become a collaborator and co-laborer as well as co-learner;
• participate in making a decision to undertake an inquiry, and,
• enable the collective capacity of the teams by providing positive, supportive cultures within which to deliberate on the impact of the inquiry findings.
Teacher Leaders Are Instructional Coaches

Good coaches have learned to:

• resist rushing in to solve the problems of others,
• help others to solve their own problems,
• listen actively,
• respond reflectively, then
• support and partner (adapted from Knight, 2007, 2011).

When voice, choice, and respectful listening are evident while working with an instructional coach, teachers are more likely to feel a sense of partnership as professional equals, which helps to keep an important sense of efficacy intact (Knight, 2007, 2011).
The Co-Teaching Model

- pairs of teachers working as co-teachers first **assess** their student data together;
- **Before** the lesson, participants question their assumptions of what prior knowledge they think students have. They declare what they want to improve about their practice.
- **During** the lesson, the teachers observe students’ thinking.
- **After** the lesson, they debrief their own assumptions from the observed evidence, and reflect on their inquiry question about an aspect of improving practice in order to inform their next steps.
Co-Teaching Cycle

1. Co-Planning
   - Find time to plan, teach with video, debrief and reflect with trusted colleague
   - Discuss what you each want to improve about your practice to give each other Descriptive Feedback during the process.
   - Begin with curriculum expectations. Learning Goal, draft Success Criteria to co-construct
   - Plan before during and after lesson; think about timing, flow and pace
   - Use research-based, high-yield instructional strategies differentiated based on student need
   - Discuss Collaborative Inquiry focus for the teaching based on assessment for learning data

2. Co-Teaching
   - Work side-by-side in classroom
   - Co-Facilitate classroom discussion
   - Focus on students’ thinking
   - Monitor students’ engagement
   - Change pace and flow if needed
   - Ask “How do you know all students are achieving?”

3. Co-Debriefing
   - Examine video clips to look/listen for student voice, questions/responses and higher-order thinking
   - Examine teaching questions and prompts used
   - Consider if taught, learned and assessed curriculum were aligned
   - Discuss joint teaching, thinking about what worked, didn’t work, what to do differently
   - Evaluate Collaborative Inquiry focus for improved practice

4. Co-Reflecting
   - Engage with co-teaching partner in candid, open, honest dialogue about their teaching and learning
   - Identify and understand changes needed in practice and beliefs to become consciously skilled
   - Plan next steps for student and teacher learning based on formative assessment – working from where ALL students are in their learning
CASE STUDY #1: Australia

• Large District of 258 schools, all but 1 in ‘the work’
• Teacher-Leader, known as a Master Teacher, in every school with time during school day to work alongside teachers
• Improvement overall: ‘schools have out-performed most public schools across the nation, using the standards-based national benchmarks as the comparator’ (Sharratt, 2019).
• One Secondary School discussed in paper focused on Reading improvement of Grade 8 students
Brisbane Bayside State College

• 7-12 high school – focused on Reading improvement
• 938 students and 79 teachers
• low socio-economic status: 44\textsuperscript{th} percentile
• five of the six case-managed Grade 8 students improved their reading scores
• 69 students out of 112 Grade 8 students improved their Reading scores
• 96 out of 102 students had a positive gain in Reading from Grade 7 to 9 in the national tests.
WHY?

- Master Teacher worked on trust and relationship-building with classroom teachers
- Master Teacher led staff to develop a Data Wall
- Master-Teacher implemented a Case Management Approach
- “Teachers willingness to be involved and their level of engagement was overwhelming”
Teacher Efficacy Effect Size is 1.57

Teachers understood the importance of using student performance results as evidence related to their own efficacy.
CASE STUDY #2: Canada

- Small school division of 18 schools in Western Canada
- Knowledgeable Other deployed in every school with time in school day to work alongside classroom teachers using a Collaborative Inquiry approach
- Focused on Reading improvement of Grade 2 students
- Beginning of year, 195/347 students in lowest reading level – end of year 41 students remained and were identified ‘special needs’
- Same students are now in Year 5 and sustaining their improvements
WHY?

• Knowledgeable Others blended:
  • High expectations
  • Accountability for all students’ FACES
  • Capacity-building of teachers to use assessment to differentiate instructional practices
Conclusion

When school and teacher-leaders intentionally prioritize time during the school day for teacher-leaders to work alongside classroom teachers, teacher capacity, efficacy and student achievement increase; there is an impact on all learners in a school and system when their Collaborative Inquiry results are shared across a system.

Dr. Lyn Sharratt, 2019
Educators’ Collective Efficacy

We all own the FACES – of all students’ growth and achievement (Parameter #14)
Thank you for being ‘in my class’ today!

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www.lynsharratt.com #FACESLyn

Join my LinkedIn “Educational Leadership Group” (66,200 members to date!)