



BEST FOR ALL

We will set all students on a path to success.

Culture of Learning: Environmental Readiness



BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL
HAVE ACCESS TO A HIGH-QUALITY
EDUCATION, NO MATTER WHERE
THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS
WILL BE EQUIPPED TO SERVE THE
ACADEMIC AND NON-ACADEMIC
NEEDS OF ALL STUDENTS

EDUCATORS


TENNESSEE WILL SET A NEW PATH
FOR THE EDUCATION PROFESSION
AND BE THE TOP STATE TO
BECOME AND REMAIN A TEACHER
AND LEADER

TN

Department of
Education



Session Features



Pre-Work



Video Guide



Guided Journal



Engaging virtually will require your commitment to a cycle of pre-work and post-work as well as intentional participation during knowledge building and planning portions of our sessions.

SESSION 1

Supporting Strong Literacy Instruction in This Moment: The Tennessee IPG

SESSION 2

Environmental Readiness

SESSION 3

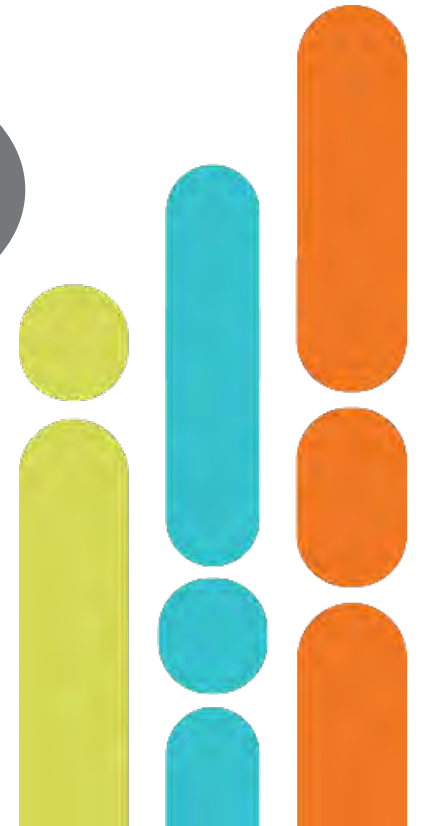
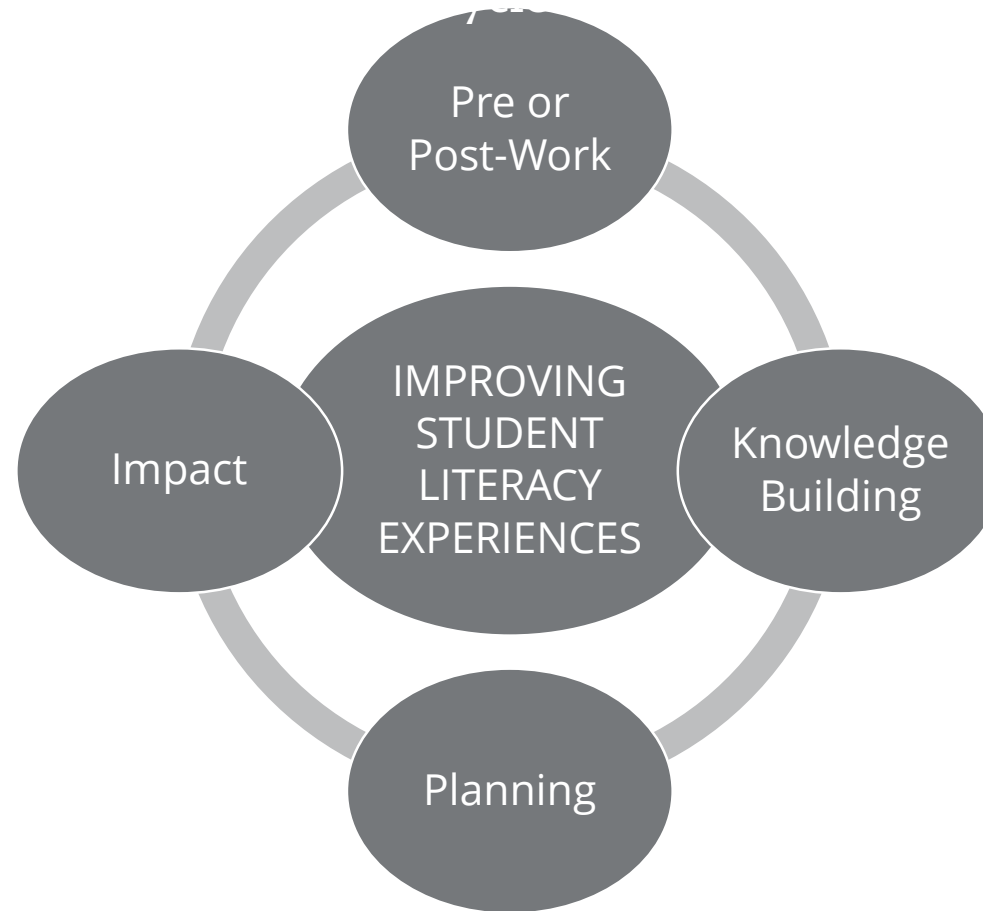
High-Quality Texts

SESSION 4

Effective Use of Questions and Tasks

SESSION 5

Opportunities for Student Engagement & Strong Intellectual Prep





Objectives for Today

- Explain the research behind the Culture of Learning: Environmental Readiness domain in the Tennessee IPG and discuss look-fors that would be evident in classrooms that would be rated as “Yes” or “No” on the tool
- Practice using the TN IPG through videos to assess the Culture of Learning: Environmental Readiness domain
- Create coaching next steps for the teachers whose Culture of Learning: Environmental Readiness videos you observed or for the lessons you observed as pre-work for this session
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The first domain in the TN IPG asks teachers and leaders to attend to the Culture of Learning in the classroom.



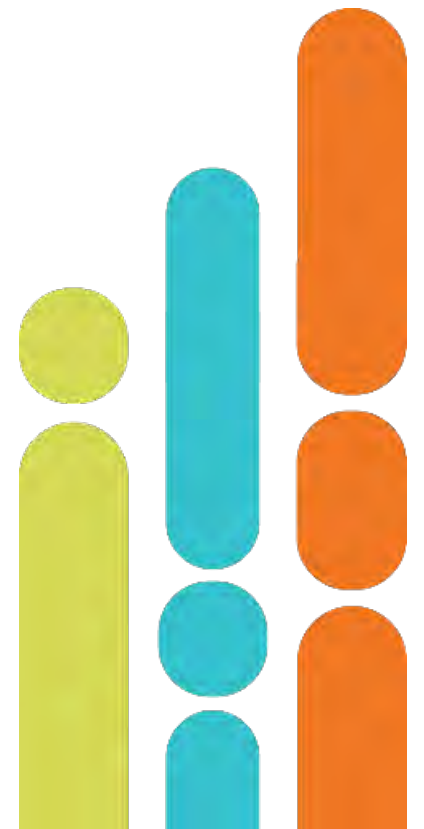
Tennessee Instructional Practice Guide (IPG) K-12 Knowledge Building Lessons*

*Note: Use the K-2 Foundational Skills IPG when observing lessons focused on foundational skills development.

Culture of Learning: Environmental Readiness	
• Students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Yes
• Students follow behavioral expectations and directions.	No
• Students execute transitions, routines and procedures in an orderly and efficient manner.	
• Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.	
• Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.	

Take one minute to read and annotate the **Culture of Learning: Environmental Readiness** domain. When you're ready, drop a line in the guided journal to answer these questions:

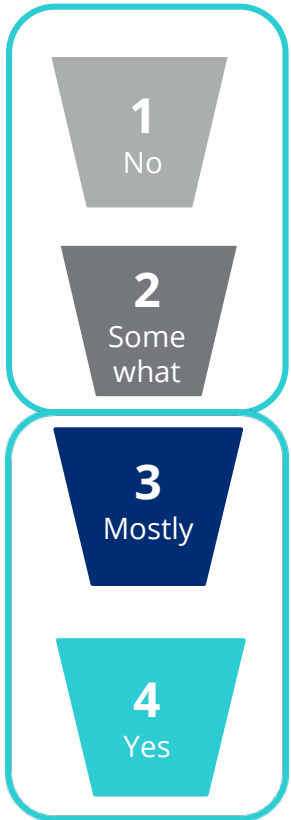
1. What stands out to you about this domain?
2. What questions do you have about this domain?





The scale for Culture of Learning domain is designed to measure the quality of the practice and the proportion of students who had access to the practice.

Understanding the Four-point Scale



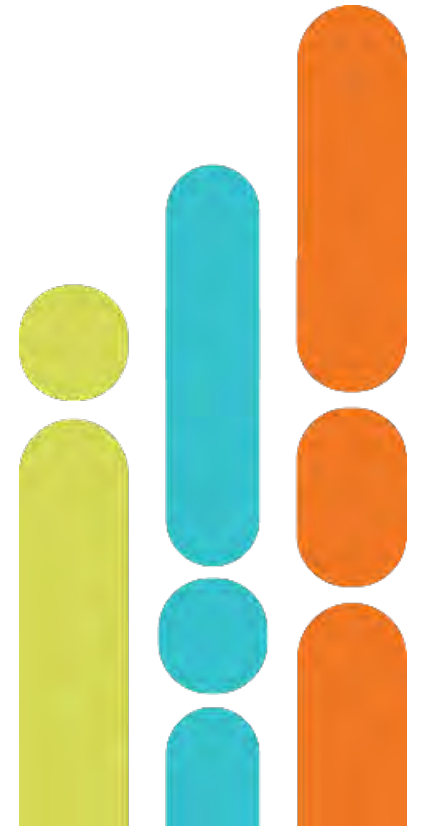
Teacher provides **few or no** opportunities, or **few or very few** students take the opportunities provided.

Teacher provides **some** opportunities, and **some** students take them.

Teacher provides **many** opportunities, and **some** students take them; or teacher provides **some** opportunities, and **most** students take them.

Teacher provides **many** opportunities, and **most** students take them.

For Culture of Learning, while individual indicators should be considered against the four-point scale, the overall rating should reflect a final “Yes” or “No” assessment.





Why does Culture of Learning: Environmental Readiness matter?



Classroom management strategies and the quality of teacher-student relationships contribute to increased engagement and academic outcomes.



CLASSROOM MANAGEMENT STRATEGIES, including: clear expectations and routines, active supervision, specific feedback, high rates of opportunities to respond, and a physical environment conducive to learning have strong empirical evidence in the literature to support student learning.¹

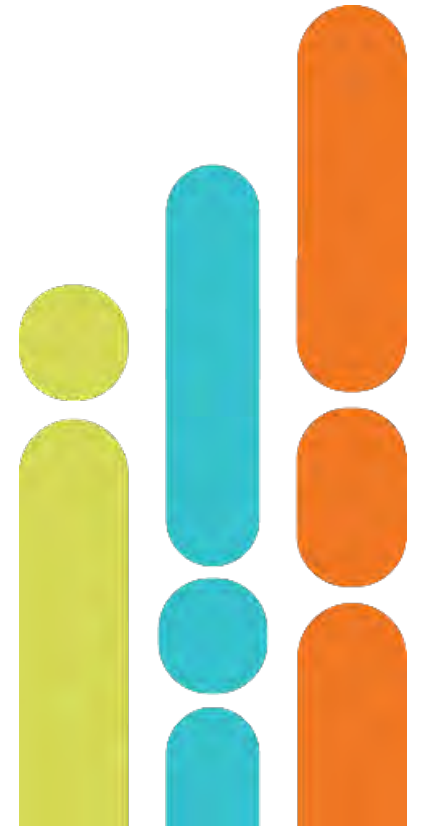


The **QUALITY OF TEACHER-STUDENT RELATIONSHIPS** is related to both academic outcomes and engagement, as well as non-academic outcomes like attendance, subject-specific interest, self-concept, motivation, school satisfaction and truancy rates.²



STUDENT ENGAGEMENT— *more than any other educational construct*— explains the relationship between classroom culture and student learning. While teachers cannot control engagement directly, they can create the conditions that encourage engagement, including:

- Student perceptions of how much the learning environment is responsive to their background, goals, interests and needs.
- Positive relationships characterized by students who feel respected and well-regarded and experience positive teacher-student and student-student rapport.³





The outcomes of several key classroom management strategies are clearly articulated in the Tennessee IPG.



CLASSROOM MANAGEMENT STRATEGIES— clear expectations and routines, active supervision, specific feedback, high rates of opportunities to respond, and a physical environment conducive to learning – have strong empirical support to improve student outcomes when implemented with fidelity.¹



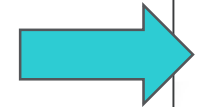
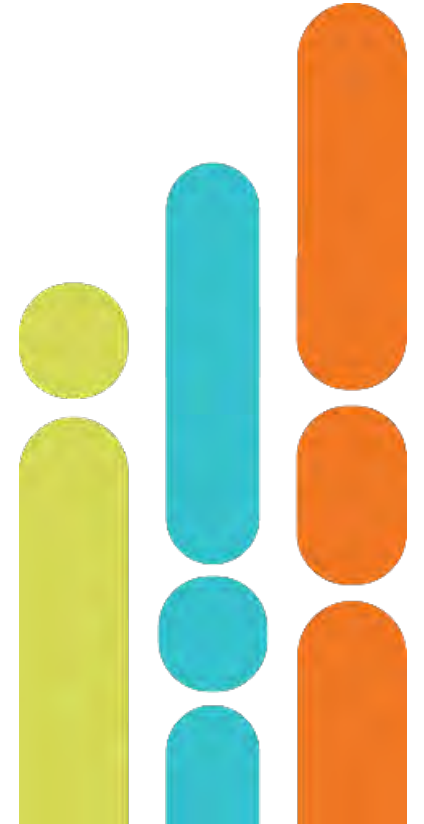
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Culture of Learning: Environmental Readiness

- Students complete instructional tasks, volunteer responses and/or ask appropriate questions.
- Students follow behavioral expectations and directions.
- Students execute transitions, routines and procedures in an orderly and efficient manner.
- Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.

Yes
No





Rating on the TN IPG is designed to be grounded in concrete evidence observed during instruction – *virtual or in-person.*



What evidence would you expect to see for a strong Culture of Learning for these classroom management indicators? A Culture of Learning that needs development?

Share your responses in Reflection 2 in your Guided Journal.



The quality of teacher-student relationships is also captured in this domain.



The **QUALITY OF TEACHER-STUDENT RELATIONSHIPS** is related to both academic outcomes and engagement, as well as non-academic outcomes.



STUDENT ENGAGEMENT— *more than any other educational construct* — **EXPLAINS THE RELATIONSHIP BETWEEN CLASSROOM CULTURE AND STUDENT LEARNING.** While teachers cannot control engagement directly, they can create the conditions that encourage engagement, including:

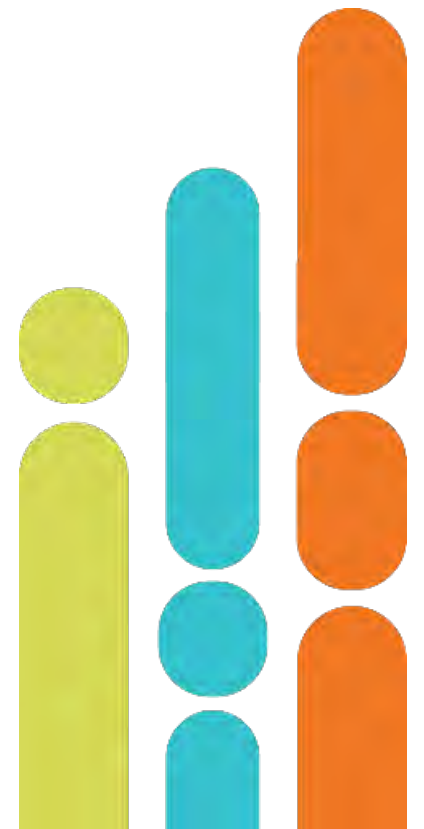
- Student perceptions of how much the learning environment is responsive to their background, goals, interests and needs.
- Positive relationships characterized by students who feel respected and well-regarded and experience positive teacher-student and student-student rapport.³

TN Department of Education

Tennessee Instructional Practice Guide (IPG)
K-12 Knowledge Building Lessons*

*Note: Use the K-2 Foundational Skills IPG when observing lessons focused on foundational skills development.

Culture of Learning: Environmental Readiness	
<ul style="list-style-type: none">• Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.	





Rating on the TN IPG is designed to be grounded in concrete evidence observed during instruction – *virtual or in-person.*



What evidence would you expect to see for a strong Culture of Learning for this indicator about positive relationships? A Culture of Learning that needs development?

Share your responses in Reflection 3 in your Guided Journal.





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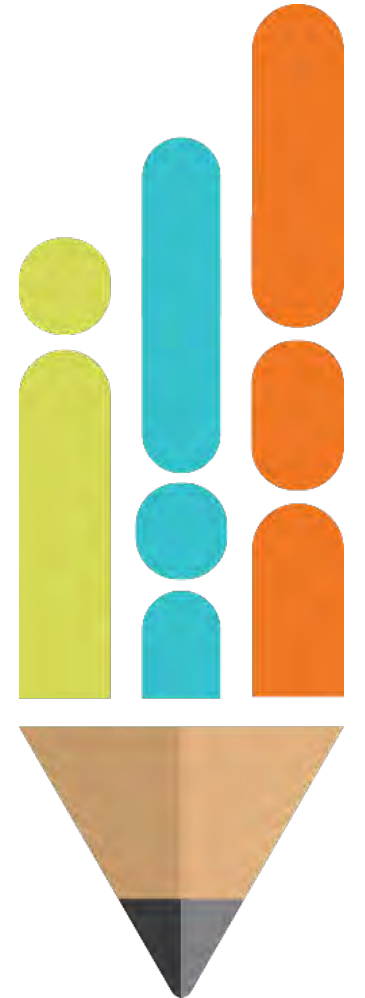


We are going to watch a video of ELA instruction and consider the evidence you see for a strong or developing Culture of Learning.

Prepare to Observe

1. Make sure you have a copy of the TN IPG ready from your electronic materials for this session.
2. Write down your evidence for Culture of Learning: Environmental Readiness.
3. Work to determine the rating you would likely land on for this domain for each video.

7th Grade, ELA Virtual Classroom



To access this video click on the link: [School Leader Session 2 Videos](#)

We are going to watch a video of in-person ELA instruction and consider the evidence you see for a strong or developing Culture of Learning.

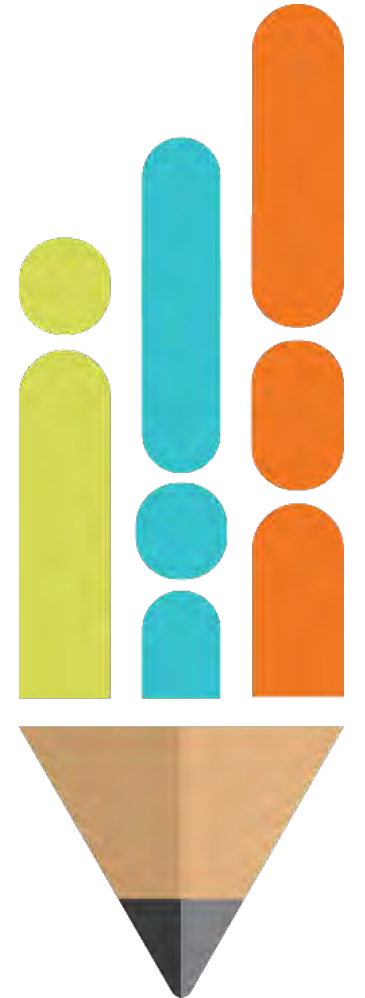
Prepare to Observe

1. Make sure you have a copy of the TN IPG ready from your electronic materials for this session.
2. Write down your evidence for Culture of Learning: Environmental Readiness.
3. Work to determine the rating you would likely land on for this domain for each video.

8th Grade, ELA Classroom



To access this video click on the link: [School Leader Session 2 Videos](#)



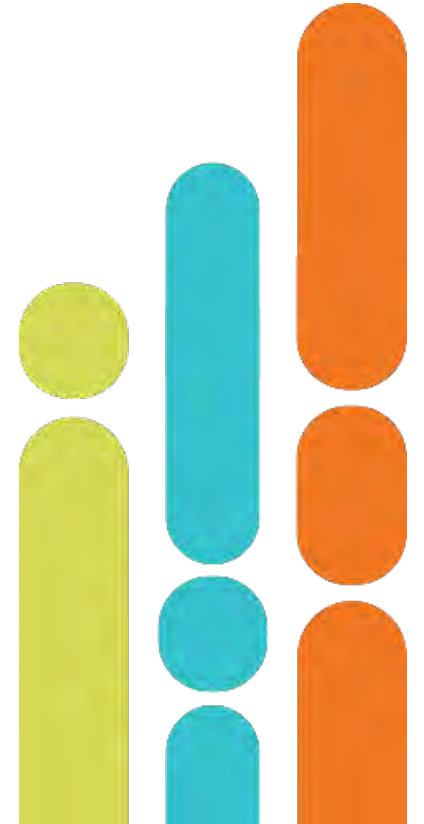
Use the Tennessee IPG to discuss the Culture of Learning in these classrooms.



Are students in these literacy classrooms experiencing a strong culture of learning? Were all students engaged in the work of the lesson from start to finish? How do you know?

Thought Guidance

Include your evidence for the Culture of Learning indicators to support your final rating of Yes or No and look for commonalities and differences in what you observed and how that evidence leads you to your final rating.





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Leveraging the content we have discussed thus far and the TN IPG, reassess the quality of the culture of learning in the three classrooms you observed.



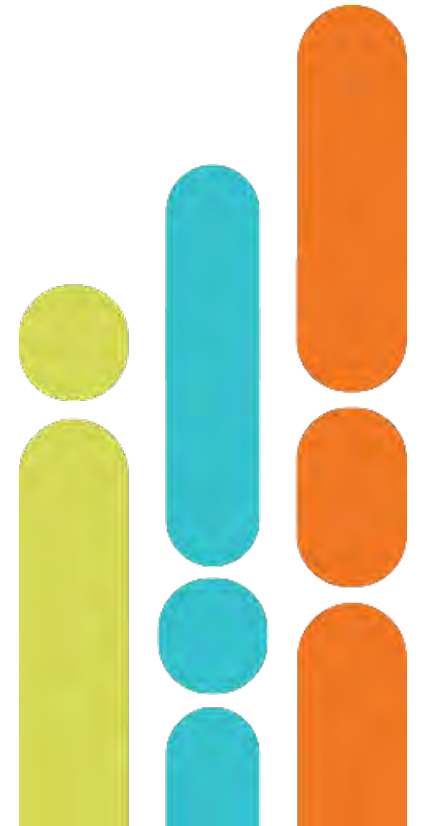
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Did students in each classroom experience a strong culture of learning? Were all students engaged in the work of the lesson from start to finish?

Take about three minutes on your own to re-assess your evidence from the observations and land on a final overall Yes or No rating for Culture of Learning: Environmental Readiness.

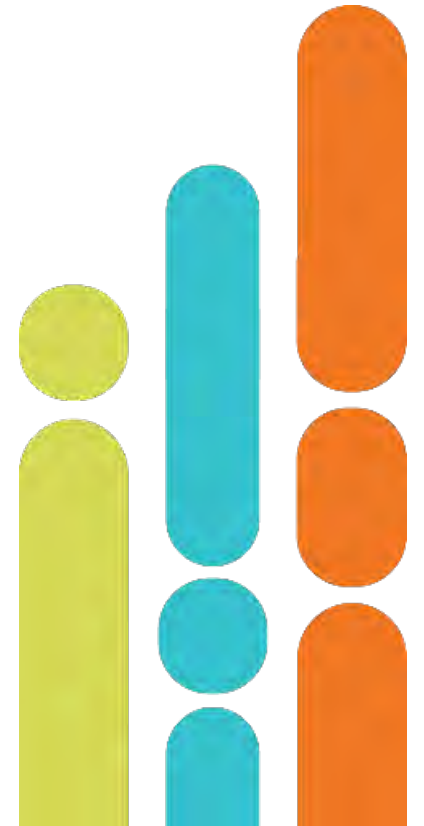




Fundamentally, we observe instruction to improve student experiences and outcomes, so we must thoughtfully provide feedback to meet this goal

Step	Leader Action
1. Prepare & Plan	Rely on the teacher and student data gathered during the observation to isolate a development area and a bite-sized strategy for feedback.
2. Opening	Connect with the teacher and set up the goals and structure of the conversation.
3. Direct Feedback	Provide praise for areas of strength and direct feedback on teacher and student performance.
4. Model	Share a model, either through modeling directly or sharing a model example that illustrates the skill the teacher needs to build.
5. Practice	Create an opportunity for the teacher to practice the new skill.
6. Follow-Up	Agree on action steps to continue the needed development.

What NOT to do when giving feedback... Do all the talking; Let teacher do all the talking on the wrong topic; Provide vague follow up timeline or steps; Fail to write down next steps





To have an effective feedback conversation, it is critical to bring at least one strategy to the table that a teacher can quickly implement in the next lesson.

There are three key criteria for strong action steps to quickly improve instruction.

- ✓ High Leverage
- ✓ Concrete & Measureable
- ✓ Time Bound (can be done in 1 week or less)

Development Area	Bite-sized Action Step/Strategy Example
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Students are off task during small group work.

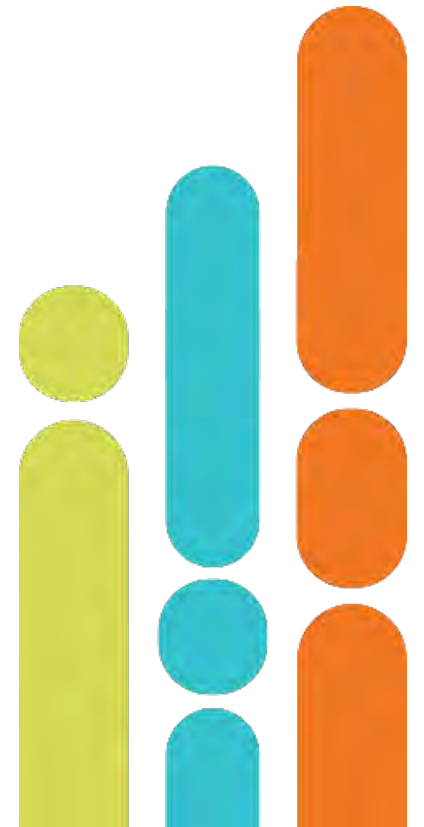
Position yourself strategically during small group work to ensure you can see all students.

The teacher is calling on the same three students to answer questions during the lesson.

In the next lesson, do not let any student answer more than two questions, and use cold-calling if needed to engage more students.

The teacher read a text to 1st grade students for 20 minutes without stopping.

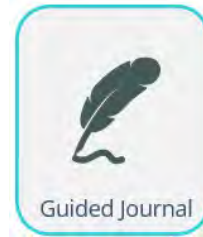
Plan at least three turn and talks with questions about the text that require more than a yes/no response from students.



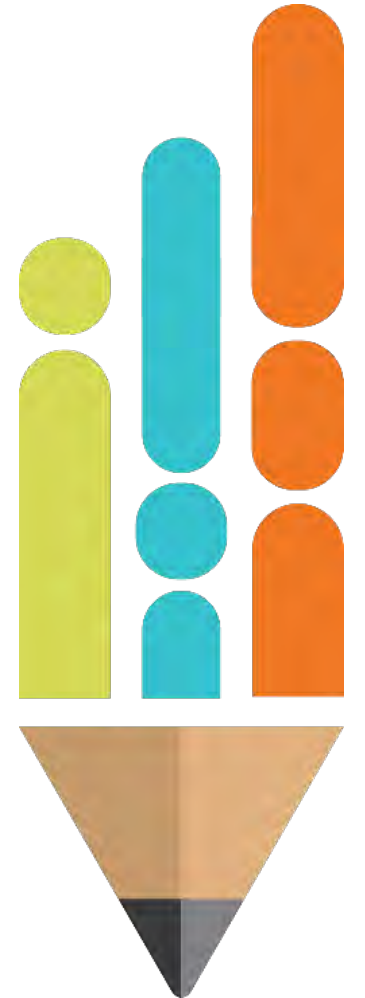


Let's brainstorm concrete strategies for teachers of potential next steps to quickly improve Culture of Learning.

Given the evidence we've discussed thus far as well as the characteristics described in the research, what are some next steps we might offer a teacher who needs support in this area?



Pick two indicators from Culture of Learning and add a concrete strategy that could help a teacher to improve the culture of learning in their classroom.

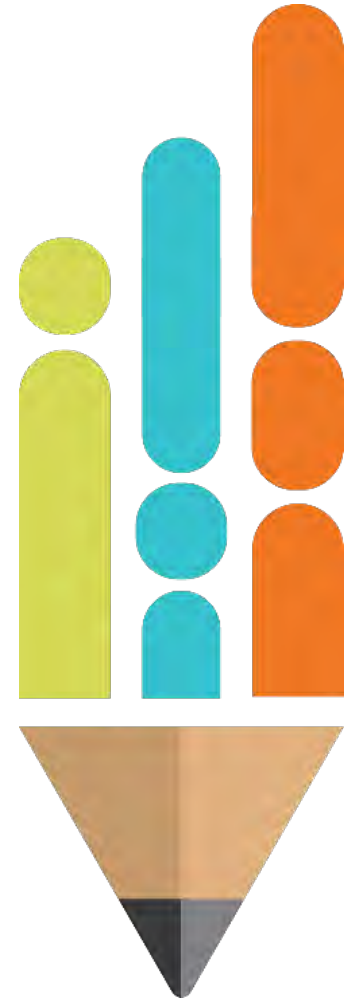


Given your assessment of the lessons you observed in your school and the guidance for effective feedback, plan a conversation to improve student experiences in this area.

Section III: Effective Feedback Conversation Planning Template
Use this template to plan effective feedback conversations with your teachers.

Step	Criteria
PREPARE & PLAN Rely on the teacher and student data gathered during the observation to isolate a development area and a bite-sized strategy for feedback.	<ul style="list-style-type: none"> Review observation notes— teacher and student actions or data Review prior observation data or goals Plan key messages Plan modeling and practice activities Plan for follow-up next steps
OPENING Connect with the teacher and set up the goals and structure of the conversation.	Coach Script: Today we are going to talk about _____. I will model... You will have an opportunity to practice____ and we will set up some next steps together to follow-up.
DIRECT FEEDBACK Provide praise for areas of strength and direct feedback on teacher and student performance.	Direct feedback on teacher performance (Development Area, Bite-sized Feedback, etc.) Incorporate student work or student data as evidence of the impact of the instruction. Link the feedback to a prior observation or to an overarching goal if possible.
MODEL Share a model, either through modeling directly or sharing a model example that illustrates the skill the teacher needs to build.	Preparing for the Model: <ul style="list-style-type: none"> What materials do I need? What key points should I emphasize? What does an exemplar "response" look like? What should the teacher notice about your model? How will you check for understanding? Coach Script: Let me show you what I mean... Or I would like to model this for you... Coach Script: What did you see me doing? Or What did you notice about this? Model Teacher Response:
PRACTICE Create an opportunity for the teacher to practice the new skill.	Preparing for Practice: <ul style="list-style-type: none"> What materials does the teacher need to practice? What support and feedback should I provide? How will I know he/she has demonstrated the skills? Coach Script: This is a time for you to practice what we just saw. I would like to see you...
FOLLOW UP Agree on action steps to continue the needed development.	Coach Script: What I would like to see next time in your classroom is... I'd like to sit in on instruction again on X date or next week to see how that practice is working for you and your students.

Using the attached feedback conversation guidance tool, plan a feedback conversation with one of the teachers for whom you believe Culture of Learning to be an area that could be improved.





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The TN IPG outlines the vision for excellent literacy instruction across the state that all regions, districts, schools, and classrooms should live out.

In Session 1, you reflected on your vision for literacy instruction – and whether all teachers could articulate it...

- Put **high-quality texts** in front of all students every single day
 - Have students focus on **standards-aligned tasks**
 - Ensure **students do the work** and thinking



Closing Reflection

Given what we've discussed today around Culture of Learning, consider the same questions.

Does your school have a clear vision for a strong Culture of Learning grounded in these indicators? Could all your teachers articulate the expectations around student engagement?





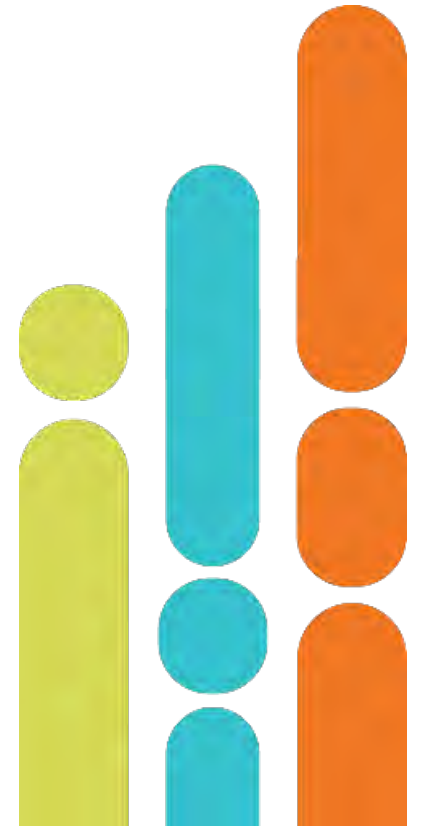
Reflect on your take-aways from today's session.



Closing Reflection

What is your biggest learning about Culture of Learning from this session that you want to see change in your building through your planning here today?

Given this, what are some specific action steps you plan to take?





Preparing for Session 3: High-quality Texts

SESSION 1	<i>Supporting Strong Literacy Instruction in This Moment: The Tennessee IPG</i>
SESSION 2	Environmental Readiness
SESSION 3	High-Quality Texts Observe at least three literacy lessons in your school using the Tennessee IPG as a guide. You don't need to "rate" the lessons yet – but share your reflections about whether students have access to strong environmental readiness and high-quality texts in the lessons you've observed. Additionally, provide the feedback you planned to at least one literacy teacher who needs support in "environmental readiness" and coach them around improving their classroom's culture of learning.
SESSION 4	Effective Use of Questions and Tasks
SESSION 5	Opportunities for Student Engagement & Strong Intellectual Prep





Before we close out today, what questions do you have?

Should you have additional questions about this session or training series, please reach out to:

Lisa.Coons@tn.gov

