

School Leader Session II: Culture of Learning: Environmental Readiness

Pre-Work



Please complete the following pre-work before engaging in the session 2 video:

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 in the lessons

you've observed.

Use this space to reflection on your three literacy lesson observations.

Materials



- [Culture of Learning Video](#)
- Instructional Practice Guide (Appendix A)
- Effective Feedback Conversation Planning Template (Appendix B)

Reflections



Reflection 1;

- A. What stands out to you about the Culture of Learning Domain?
- B. Record any questions you have about this domain.



Reflection 2:

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



Reflection 3:

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

Activities

Watch the 7th grade ELA virtual classroom and consider/record the evidence you see for each indicator in Culture of Learning.

Culture of Learning: Environmental Readiness	
<ul style="list-style-type: none"> • 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. • 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. 	Yes No
<u>Evidence for Culture of Learning: Environmental Readiness</u>	

Watch the 8th grade in-person ELA classroom and consider/record the evidence you see for each indicator in Culture of Learning.

Culture of Learning: Environmental Readiness	
<ul style="list-style-type: none"> • 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. • 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. 	Yes No
<u>Evidence for Culture of Learning: Environmental Readiness</u>	

Video Reflections



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?

<u>7th Grade Virtual Classroom Video</u>	<u>8th grade In-person Classroom Video</u>

Pre-work Observation Scoring

Observation #1

Culture of Learning: Environmental Readiness	
<ul style="list-style-type: none"> • 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. • 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. 	Yes No

Observation #2

Culture of Learning: Environmental Readiness	
<ul style="list-style-type: none"> • 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

<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. 	
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Observation #3

Culture of Learning: Environmental Readiness	
<ul style="list-style-type: none"> 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. 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. 	<p>Yes</p> <p>No</p>

Brainstorm



what are some next steps we might offer a teacher who needs support in Culture of Learning?

Culture of Learning Indicator:

Describe at least one concrete strategy for this indicator to offer a teacher who is working to improve the culture of learning in his or her classroom:

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Describe at least one concrete strategy for this indicator to offer a teacher who is working to improve the culture of learning in his or her classroom:

Closing Reflections

Closing Reflection #1

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?

Take 3 minutes to write a simple statement, no more than a few sentences, outlining a clear and specific vision of what you would want the culture of learning to look like across your literacy classrooms. Make it clear and simple enough that all your teachers could easily articulate the same vision after some initial training. After a few minutes, please post what you have to the Padlet link in the chat to allow others to see your thinking.

Vision of Strong Culture of Learning

Closing Reflection #2

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?

Pre-work for Session 3

- 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 be prepared to share your reflections about whether students have access to strong environmental readiness and high-quality texts in the lessons you observe.
- 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.

Appendix A: Blank Instructional Practice Guide (IPG)

Use this copy to write evidence you see for the video in the session.

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	
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<i>Evidence for Culture of Learning: Environmental Readiness</i>	
Core Action One: High-Quality Texts at the Center of Instruction	
A. A majority of the lesson is spent reading, writing, or speaking about the text(s).	Yes
Type of text(s) (circle): Information / Literary / Other Media or Format	No
B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	Yes
	No
C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.	Yes
	No
Core Action One Summary: The majority of the lesson is grounded in a text that is at or above the expected complexity level and the text is utilized to develop knowledge that is worthy of students' time.	Yes
	No
<i>Evidence for Core Action One: High-Quality Texts at the Center of Instruction</i>	
Core Action Two: Effective Use of Questions & Tasks	

<p>A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose, and/or language, structure(s), and knowledge demands.</p>	<p>Yes No</p>
<p>B. Questions and tasks require students to use evidence from the text to demonstrate understand and to support their ideas about the text. These ideas are expressed through written and/or oral responses.</p>	<p>Yes No</p>
<p>C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.</p>	<p>Yes No</p>
<p>D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.</p>	<p>Yes No</p>
<p>Core Action Two Summary: Teacher uses questions and tasks to reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of building knowledge.</p>	<p>Yes No</p>
<p><i>Evidence for Core Action Two: Effective Use of Questions & Tasks</i></p>	
<p>Core Action Three: Opportunities for Student Engagement</p> <p>Rating Scale</p> <p>Yes - Teacher provides many opportunities, and most students take them.</p> <p>Mostly - Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them.</p> <p>Somewhat - Teacher provides some opportunities, and some students take them.</p> <p>Not Yet - Teacher provides few or no opportunities, or few or very few students take the opportunities provided.</p>	
<p>A. The teacher poses questions and tasks that allow opportunities for students to do the majority of the work, and students engage in those opportunities via speaking/listening, reading, and/or writing.</p>	<p>Yes Mostly Somewhat Not Yet</p>

<p>B. The teacher expects evidence and prevision from students and probes students' answers accordingly, and students provide text evidence to support their ideas and display precision in their oral and written responses.</p>	<p>Yes Mostly Somewhat Not Yet</p>
<p>C. The teacher cultivates reasoning and meaning making by allowing students to productively struggle, and students persevere through difficulty.</p>	<p>Yes Mostly Somewhat Not Yet</p>
<p>E. The teacher creates conditions for student conversations where students are encouraged to talk and ask questions about each other's thinking, and students engage in those opportunities in order to clarify or improve their understanding.</p>	<p>Yes Mostly Somewhat Not Yet</p>
<p>F. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding, and students refine their written and/or oral responses (if appropriate).</p>	<p>Yes Mostly Somewhat Not Yet</p>
<p>Core Action Three Summary: Students are responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing (with appropriate supports as needed).</p>	<p>Yes Mostly Somewhat Not Yet</p>
<p><u><i>Evidence for Core Action Three: Opportunities for Student Engagement</i></u></p>	

Appendix B: Effective Feedback Conversation Planning Template

Use this template to plan effective feedback conversations with your teachers.

Step	Criteria
<p>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.</p>	<ul style="list-style-type: none"> Review observation notes – teacher and student actions or data Review prior observation data or goals Plan key messages, particularly a specific next step the teacher can accomplish quickly to improve instruction Plan modeling and practice activities Plan for follow-up next steps
<p>OPENING. Connect with the teacher and set up the goals and structure of the conversation.</p>	<p>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.</p>
<p>DIRECT FEEDBACK. Provide praise for areas of strength and direct feedback on teacher and student performance.</p>	<p>Direct feedback on teacher performance (Provide praise in direct connection to student outcomes or responses, provide the overall development area, but focus on the bite-sized action step and any specific examples and their specific impact on students)</p> <p>Incorporate student work or student data as evidence of the impact of the instruction</p> <p>Link the feedback to a prior observation or to an overarching goal if possible</p>
<p>MODEL. Share a model, either through modeling directly or sharing a model example that illustrates the skill the teacher needs to build.</p>	<p>Preparing for the Model:</p> <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? <p>Coach Script: Let me show you what I mean.... Or I would like to model this for you....</p> <p>Coach Script: What did you see me doing? Or What did you notice about this?</p> <p>Model Teacher Response:</p>
<p>PRACTICE. Create an opportunity for the teacher to practice the new skill.</p>	<p>Preparing for Practice:</p> <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? <p>Coach Script: This is a time for you to practice what we just saw. I would like to see you.....</p>

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.