

# School Leader Habits for Promoting Next Gen Teaching and Learning Models: Small Groups

Webinar with Chris Summers, Senior Design Principal

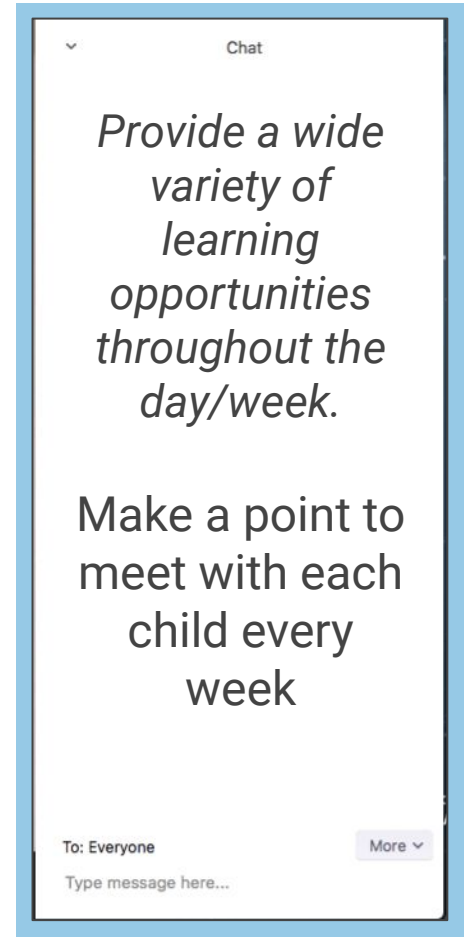
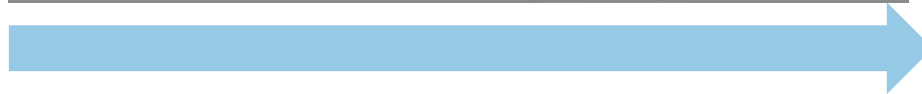
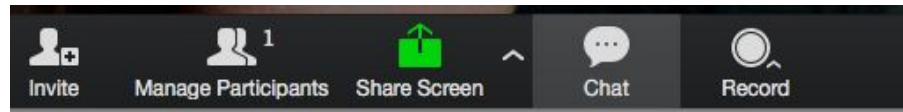
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# Introduce Yourself

- (1) Name
- (2) District/Organization
- (3) **Connection before Content:** *Think of teachers you know who excel at meeting most/all of their student's needs. What qualities or habits of practice do these teachers have that make them so successful?*

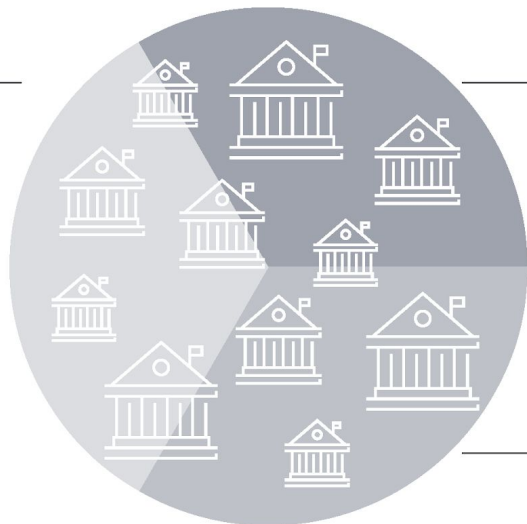


# Who We Are



## CONSULTING SERVICES

We have a proven methodology focused on student-centered learning, developed through our work with more districts than any other consulting firm.



## TOUCHPOINT

Remote project management tools to increase efficiency, improve project execution and keep teams on track.



## TOOLKITS

Capsules of resources to assist leaders and teachers design and implement new solutions, with limited consulting support.

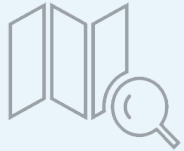


## ONPOINT

Provides benchmarks to understand and track progress over time, driving districts to focus on what's driving their success and what's holding them back.

# Education Elements Mission

We work with districts to build and support dynamic school systems that meet the needs of every learner, today and tomorrow.



34 states  
+ DC



140+  
districts



750+  
schools



40,000  
teachers



630,000  
students

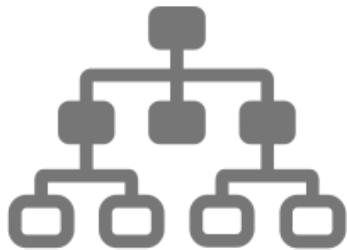
# How We Think About Change



By changing your individual practice...



You can change the way your teams work...



Which can shift the way your org functions.

# Leadership as a Catalyst for Innovation

It takes 10K hours of deliberate practice to master a complex skill.

Malcolm Gladwell:  
Outliers: The Stories of Success, 2008

Teaching, especially with a lens towards PL, requires constant upkeep and maintenance.

Strong innovative leadership has the power to build the momentum of PL Implementation and ensure that innovation does not stagnate.

# A Responsive Ecosystem

## Student-Centered Classrooms

Strengths, needs, and interests of students are at the center. Students are co-owners of their learning, and teachers feel safe to make their own decisions.

## Responsive Teams

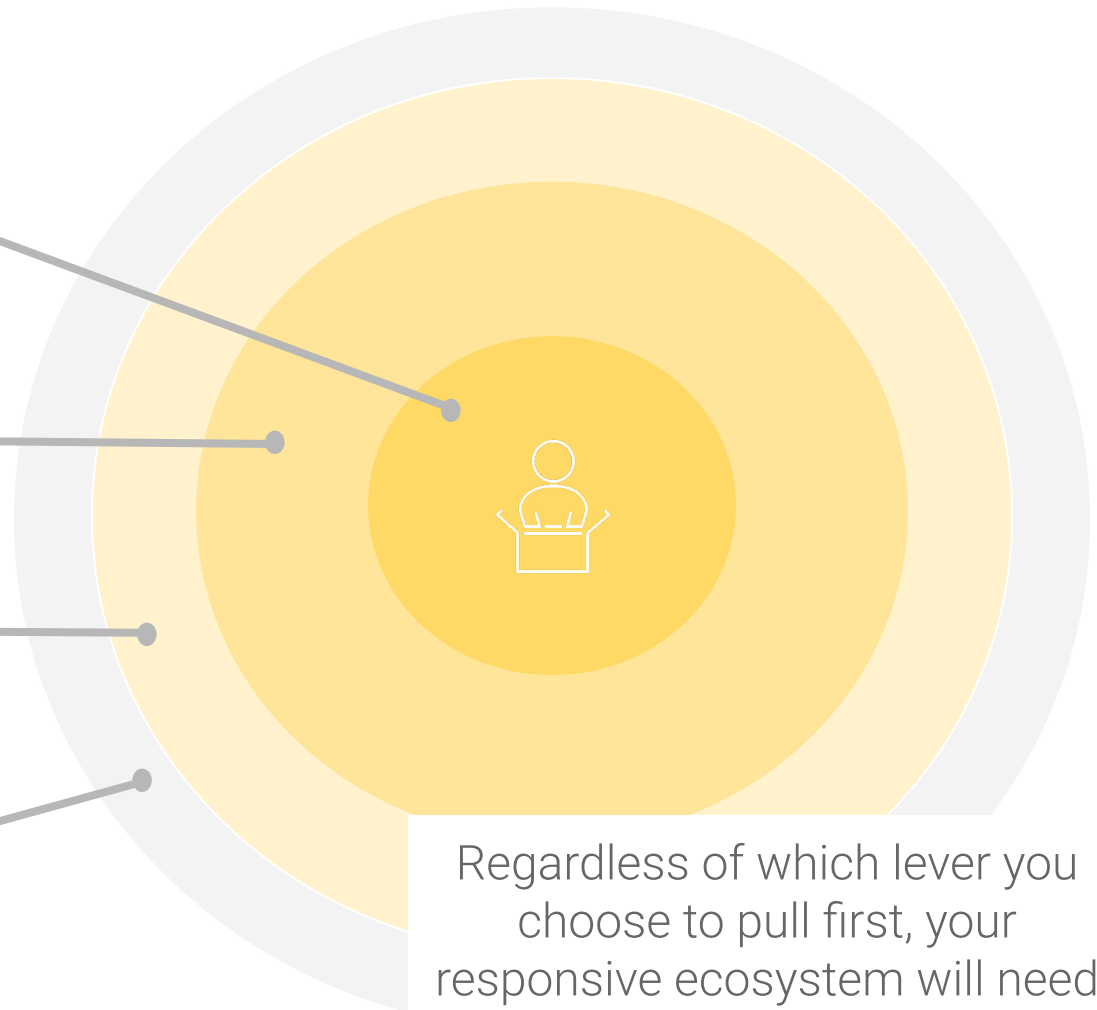
Teams have clear habits of how to collaborate with each other. There is joint ownership and agency over team practices.

## Innovative Leaders

Create an environment where innovative practices are “safe enough to try.” Leaders can self-identify areas of strength and growth.

## Responsive Organization

Organizations have common systems and procedures to navigate decision-making. Organizations collect data from a variety of stakeholders on a regular cycle to make iterations.



Regardless of which lever you choose to pull first, your responsive ecosystem will need efforts at all levels.

# Guiding Principles of **Student Centered Classrooms**

## **Student**

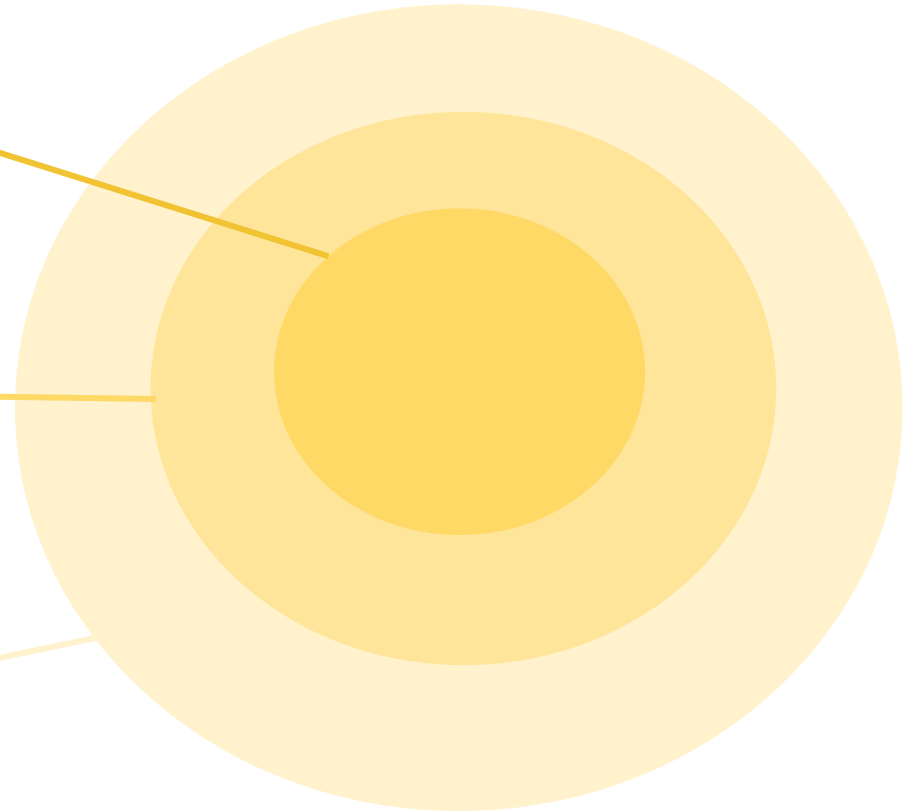
Strengths, needs, and interests are at the center

## **Teachers**

Create student-centered learning experiences using innovative instructional practices

## **School + District Leaders**

Create an environment where innovative practices are “safe enough to try”





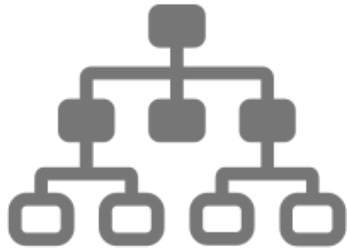
# Plan for today: Share ideas from district and school leaders!



By changing your individual practice...



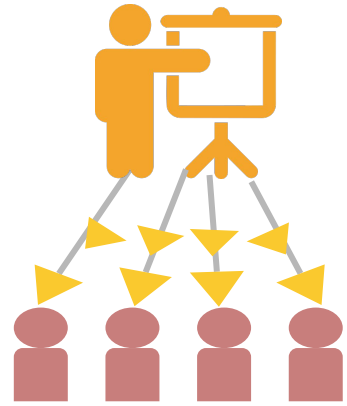
You can change the way your teams work...



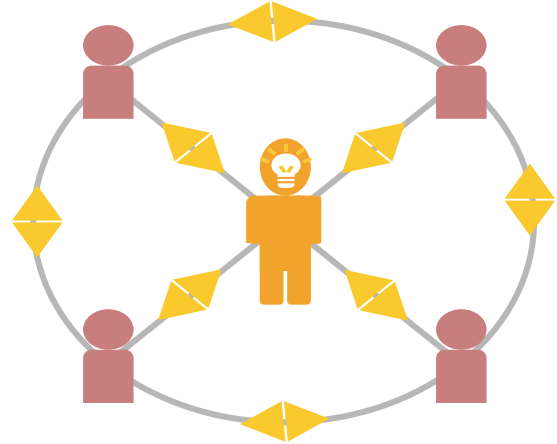
Which can shift the way your org functions.

# Shift to Student-Centered Classroom

Teacher-Centered



Student-Centered



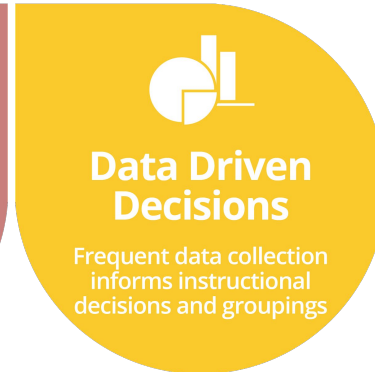
# The Core 4 of Personalized Learning for Classrooms

*I employ content that flexes to meet student needs*



*I provide 1-1 or small group instruction to meet student needs*

*I provide opportunities for students to reflect and make choices about what they need*



*I pull data to understand what students need and flexibly group students*

# The Core 4 of Personalized Learning for Teachers

*I employ content that flexes to meet **teacher** needs*



**Flexible Content and Tools**  
Instructional materials allow for differentiated path, pace, and performance tasks




**Targeted Instruction**  
Instruction aligns to specific student needs and learning goals

*I provide 1-1 or small group instruction to meet **teacher** needs*

*I provide opportunities for **teachers** to reflect and make choices about what they need*



**Student Reflection and Ownership**  
Ongoing student reflection promotes ownership of learning



**Data Driven Decisions**  
Frequent data collection informs instructional decisions and groupings

*I pull data to understand what **teachers** need*

# Targeted Instruction (Student Focus)



Instruction is aligned to specific student needs and learning goals

## GROUPS



Teacher consistently groups students **in dynamic, purposeful ways** based on **interest, need, or skill-level and in strategic formats** (one-on-one, small groups, etc.)

## DATA



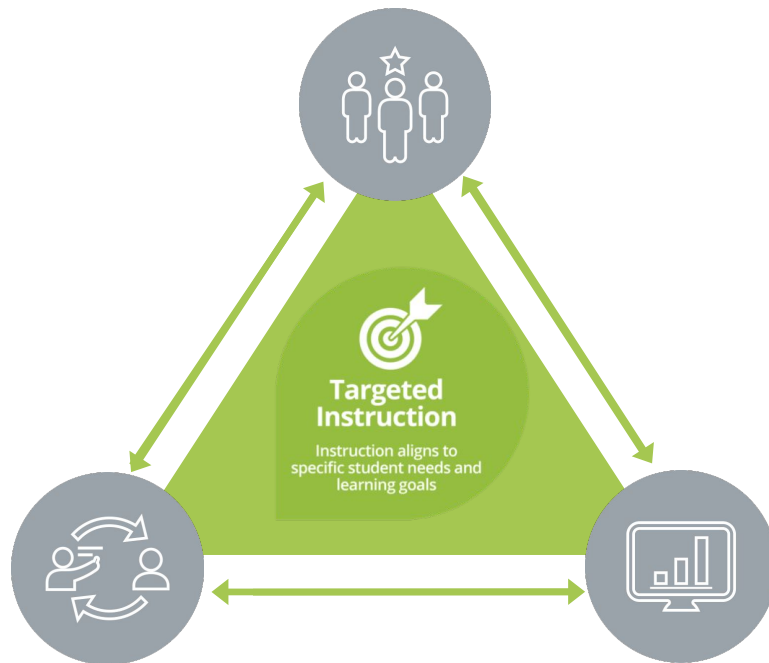
Data is used as an **integral part of daily instruction** to meet student needs

## INSTRUCTION

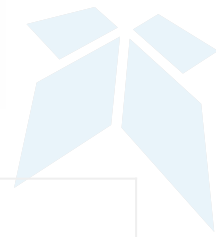


Teacher consistently delivers **targeted instruction for multiple purposes** (introduction to new material, guided practice, tutoring, etc.)

# Targeted Instruction Loop



# Personalize your Small Groups



## Content

### What you teach

(example: providing leveled readings or content at different levels of Bloom's taxonomy)



## Process

### How you teach or how students make sense of content

(example: explicit instruction, modeling, manipulatives, multi-media)




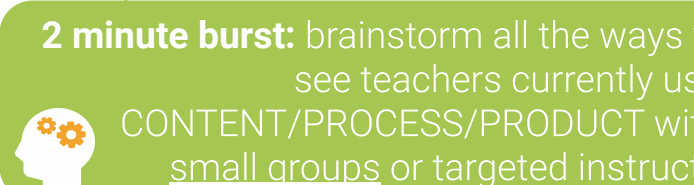
## Product

### How students demonstrate what they've learned

(example: written test, authentic tasks, teaching another student, etc.)

# Connections BEFORE Content



CONTENT What you teach	PROCESS How you teach or how students make sense of content	PRODUCT How students demonstrate what they've learned
		 <p><b>2 minute burst:</b> brainstorm all the ways you see teachers currently using <b>CONTENT/PROCESS/PRODUCT</b> within <u>small groups</u> or targeted instruction</p>

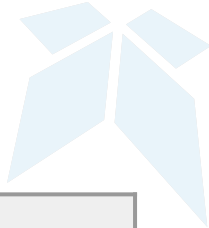


# Targeted Small Group Tracker (Initial Planning)



Small Groups	Data to Form Small Groups	What Students Will Be Doing: (Process)	Resources: (Content)	What data will be collected at the end of the small group? (Product)
Student Names	Ideas: Based on Formative Check, Teacher Choice or Schedule, Student Choice	Brief Overview of Small Group	<ul style="list-style-type: none"> <li>● Insert Link</li> <li>● Insert Link</li> <li>● Insert Link</li> </ul>	
Student Names	Ideas: Based on Formative Check, Teacher Choice or Schedule, Student Choice	Brief Overview of Small Group	<ul style="list-style-type: none"> <li>● Insert Link</li> <li>● Insert Link</li> <li>● Insert Link</li> </ul>	
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# Targeted Small Group Tracker (Targeted Planning)



SMALL GROUP EVALUATION					NEXT STEPS					
Student Names	Needs Work (cannot solve even with help or prompts)	Developing (can solve with help or prompts)	Mastered (can solve independently)	Notes	1:1 Conf	SG	Indep. Practice	Dig. Content	Extension	OTHER


# Connections *AFTER* Content



STOP	START	CONTINUE



**2 minute burst:** List any practices around DATA/INSTRUCTION/GROUPS you will look to stop/start/continue as a result of the Targeted Small Group Tracker



# Targeted Support (Adult Focus)

~~Instruction~~ Support is aligned to specific ~~student~~ teacher needs and learning goals

## GROUPS



Leader consistently groups teachers **in dynamic, purposeful ways** based on **interest, need, or skill-level and in strategic formats** (one-on-one, small groups, etc.)

## DATA



Data is used as an **integral part of routine support** to meet teacher needs

## INSTRUCTION



Leader consistently delivers **targeted instruction support for multiple purposes** (introduction to new material, guided practice, tutoring, etc.)

# Collective Teacher Efficacy



## John Hattie's latest Visible Learning Research

based on  
**1,400 meta-analyses**  
of over  
**80,000 studies**  
involving over  
**300 million students**

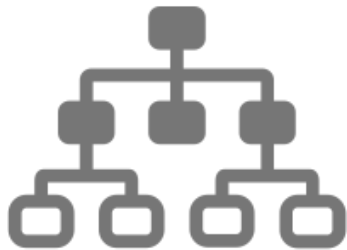
# How We Think About Change



By changing your individual practice...



You can change the way your teams work...



Which can shift the way your org functions.

# Connections *BEFORE* Content

GROUP	DATA	INSTRUCTION



**2 minute burst:** brainstorm all the ways you currently support teachers (professional learning) in using groups/data/instruction

# How we think about targeted instruction...



	Emerging	Developing	Advancing	Sustaining
Groups	Teacher groups students in homogenous or heterogenous formats based on skill-level	Teacher creates more purposeful groupings based on data. Groups remain the same for some time	Teacher creates student groups based on multiple data sources and groups are changed with more frequency	Teacher consistently groups students in dynamic, purposeful ways based on interest, need, or skill-level and in strategic formats (one-on-one, small groups, etc.)
Data	Teacher reviews one piece of student data to identify instructional needs of students	Teacher reviews multiple sources of student data to identify instructional needs of students	Data is used to create student groups based on student interest, need, or skill-level; student groups are changed with more frequency	Data is used as an integral part of daily instruction to meet student needs.
Instruction	Teacher meets with small groups of students or one on one.	Teacher modifies delivery of instruction for each group of students based on student need	Teacher consistently modifies delivery of instruction for each group of students based on student need	Teacher consistently delivers targeted instruction for multiple purposes (introduction to new material, guided practice, tutoring, etc.)



# Connections *DURING* Content

Targeted Instruction	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
GROUPS				
DATA				
INSTRUCTION				



**2 minute burst:** choose a subset; sort your teachers by proficiency

# How we think about targeted support...



Targeted Instruction	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
GROUPS	<p><i>Teacher groups students in homogeneous or heterogeneous formats based on skill-level</i></p> <ul style="list-style-type: none"> <li>Do I understand overall skill level of my students?</li> <li>Do I create opportunities for students to work in homogeneous groups?</li> <li>Do I create opportunities for students to work in heterogeneous groups?</li> </ul>	<p><i>Teacher creates more purposeful groupings based on data; groups remain the same for some time</i></p> <ul style="list-style-type: none"> <li>Do I gather data such as benchmark assessments, unit pre-tests, etc. to assess student understanding.</li> <li>Do I use this data to form small groups?</li> <li>Do these groups remain the same over an extended period of time?</li> </ul>	<p><i>Teacher creates student groups based on multiple data sources and groups are changed with more frequency</i></p> <ul style="list-style-type: none"> <li>Do I gather data from multiple sources to inform small groups?</li> <li>Do my small groups change frequently (2-3 times per week?)</li> </ul>	<p><i>Teacher consistently groups students in dynamic, purposeful ways based on interest, need, or skill-level and in strategic formats (one-on-one, small groups, etc.)</i></p> <ul style="list-style-type: none"> <li>Do I consider student interests, needs, and/or skill-level when grouping students?</li> <li>Do I purposefully vary targeted instruction format frequently (one-on-one, small group, etc.)?</li> </ul>
DATA	<p><i>Teacher reviews one piece of student data to identify instructional needs of students</i></p> <ul style="list-style-type: none"> <li>Do I review one piece of student data?</li> <li>Do I use this data to identify instructional needs of my students?</li> </ul>	<p><i>Teacher reviews multiple sources of student data to identify instructional needs of students</i></p> <ul style="list-style-type: none"> <li>Do I review multiple sources of student data such as exit tickets, digital content data, anecdotal notes, etc.?</li> <li>Do I use these data pieces to identify instructional needs of students?</li> </ul>	<p><i>Teachers uses data to create student groups based on student interest, need, or skill-level; student groups are changed with more frequency</i></p> <ul style="list-style-type: none"> <li>Do I gather data to better understand student interest, need, and/or skill-level?</li> <li>Do I use this data to regroup students with increased frequency (2-3 times per week?)</li> </ul>	<p><i>Data is used as an integral part of daily instruction to meet student needs</i></p> <ul style="list-style-type: none"> <li>Do I gather and/or review data on a daily basis?</li> <li>Do I use this data to assess student groupings on a daily basis?</li> </ul>
INSTRUCTION	<p><i>Teacher meets with small groups of students or one-on-one</i></p> <ul style="list-style-type: none"> <li>Do I meet with students in small groups?</li> <li>Do I meet with students one-on-one?</li> <li>Does my instruction in each small group remain the same?</li> </ul>	<p><i>Teacher modifies delivery of instruction for each group of students based on student need</i></p> <ul style="list-style-type: none"> <li>Do I occasionally meet with students in small groups or one-on-one?</li> <li>Do I modify the way in which I deliver of instruction based on student need? (i.e. varied strategies including manipulatives, paper/pen, etc.)</li> </ul>	<p><i>Teacher consistently modifies delivery of instruction for each group of students based on student need</i></p> <ul style="list-style-type: none"> <li>Do I meet with students in small groups or one-on-one on a regular basis?</li> <li>Do I modify the way in which I deliver of instruction based on student need on a regular basis? (i.e. varied strategies including manipulatives, paper/pen, etc.)</li> </ul>	<p><i>Teacher consistently delivers targeted instruction for multiple purposes (introduction to new material, guided practice, tutoring, etc.)</i></p> <ul style="list-style-type: none"> <li>Do I consistently meet with students in small groups or one-on-one?</li> <li>Do I modify the content that I teach in each small group based on student need?</li> <li>Do I deliver targeted instruction for multiple purposes? (i.e. introduction of new material, guided practice, tutoring, etc.)</li> </ul>

# TARGETED INSTRUCTION: **GROUPS**

**Goal:** Instruction is aligned to specific student needs and learning goal

Targeted Instruction	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
<p><b>GROUPS</b></p>	<p><i>Teacher groups students in homogeneous or heterogeneous formats based on skill-level</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do I understand overall skill level of my students?</li> <li><input type="checkbox"/> Do I create opportunities for students to work in homogeneous groups?</li> <li><input type="checkbox"/> Do I create opportunities for students to work in heterogeneous groups?</li> </ul>	<p><i>Teacher creates more purposeful groupings based on data; groups remain the same for some time</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do I gather data such as benchmark assessments, uni3t pre-tests, etc. to assess student understanding.</li> <li><input type="checkbox"/> Do I use this data to form small groups?</li> <li><input type="checkbox"/> Do these groups remain the same over an extended period of time?</li> </ul>	<p><i>Teacher creates student groups based on multiple data sources and groups are changed with more frequency</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do I gather data from multiple sources to inform small groups?</li> <li><input type="checkbox"/> Do my small groups change frequently (2-3 times per week?)</li> </ul>	<p><i>Teacher consistently groups students in dynamic, purposeful ways based on interest., need, or skill-level and in strategic formats (one-on-one, small groups, etc.)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do I consider student interests, needs, and/or skill-level when grouping students?</li> <li><input type="checkbox"/> Do I purposefully vary targeted instruction format frequently (one-on-one, small group, etc.)?</li> </ul>
<p><b>ACTION STEPS</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have teacher group students into homogeneous formats based on skill-level</li> <li><input type="checkbox"/> Have teacher group students into heterogeneous formats based on skill-level</li> <li><input type="checkbox"/> Have teacher create one opportunity for students to work in groups.</li> <li><input type="checkbox"/> Have teacher increase the number of skill-levels they are creating groups for.</li> <li><input type="checkbox"/> Have teacher increase the number of opportunities for students to work in groups.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have teacher identify multiple summative sources of data to evaluate ( both formative and summative)</li> <li><input type="checkbox"/> Have teacher group students based on pre-requisite knowledge, ability, and/or learning styles.</li> <li><input type="checkbox"/> Have teachers change out groups weekly.</li> <li><input type="checkbox"/> Have teacher increase the frequency of reviewing data and the source of data.</li> <li><input type="checkbox"/> Have teacher increase the frequency of changing out groups form weekly to 2X a week.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have teacher collective both formative and summative forms of data to analyze for grouping.</li> <li><input type="checkbox"/> Have teacher regroup students using updated data 2-3X a week.</li> <li><input type="checkbox"/> Have teacher create a system for how to better group students daily in a variety of group sizes and ways.</li> <li><input type="checkbox"/> Have teacher increase the frequency of reviewing formative data to drive summative data.</li> <li><input type="checkbox"/> Have teacher increase the frequency of changing out groups form weekly to 4X a week.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have teacher incorporate student voice/interest and preference into academic grouping.</li> <li><input type="checkbox"/> Have teacher identify various ways of grouping that differentiations size, duration and purpose.</li> <li><input type="checkbox"/> Have teacher think through flexible grouping for students during all parts of a school day/ year.</li> <li><input type="checkbox"/> Have teacher determine how to have students identify best group structure for their individual learning goals.</li> </ul>
<p><b>RESOURCES</b></p>	<p><b>Form small groups</b> - Reserve 15/20/30 minutes each day for small group instruction with 1/2/3 groups of students (no more than 7 per group) to reteach, generate inquiry questions, or extend learning on particular topics. (<a href="#">Example #1</a>; <a href="#">Example #2</a>)</p>	<p><b>Purposeful groupings</b> - Be intentional around how you group students by using student data and student relationships (heterogeneous or homogeneous) in your instructional model. (<a href="#">Example</a>; <a href="#">NWEA Grouping Template</a>)</p>	<p><b>Use data from digital content providers/tools/anecdotes to pull groups</b> - Use the data collected from digital content provider/tool and/or observations to group students. (<a href="#">Digital Content Example</a>; <a href="#">Digital Tools</a>; <a href="#">Anecdotes Example</a>)</p>	<p><b>Flexible Grouping</b> - Change groups in frequent and dynamic ways. (<a href="#">Example #1</a>; <a href="#">Example #2</a>; <a href="#">Example #3</a>)</p>

# Connections *AFTER* Content

Targeted Instruction	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
Subset: GROUPS DATA INSTRUCTION				
STRATEGIES/ TACTICS for TARGETED SUPPORT				
STRATEGIES/ TACTICS for CAMPUS-WIDE PD				



**2 minute burst:** reflecting on teachers in each proficiency level, how might you support their growth or “level up”



“You do not rise to the level of your goals. You fall to the level of your systems.”

“Goals are good for setting a direction, but systems are best for making progress.”

— James Clear, Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones

# Self-Reflection: Starting My System of Support

## 5-Day Challenge

What is your challenge for supporting teachers with small group, targeted instruction?

*(i.e. Develop a tiered level of support for my teachers around targeted instruction framework)*

What are your commitments to the challenge?

*(i.e. I will place 1 hour on my calendar per day to be in classrooms observing targeted instruction framework cues)*

How will you celebrate success along the way?

*(i.e. I will share my learning from classrooms w/ teams, teacher groups, entire staff)*

How will you celebrate learning and failure along the way?

*(i.e. I will announce how many classrooms each week I've visited to leadership team)*



PERSONALIZED  
LEARNING

SUMMIT 2019

Building Networks • Transforming Education

May 14-16, 2019 , Atlanta, GA

# PL Summit 2019

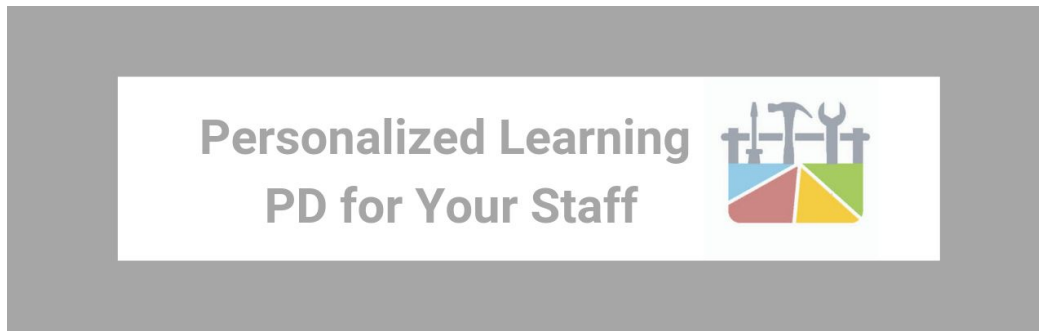
Registration is closed, but you can  
watch the livestream on May 15th

<http://bit.ly/SummitLive2019>

#PLSummit



Join the Education Elements Team for Our Next Webinar  
May 30, 2019 at 1:00 PM EST



## **Personalized Learning PD for Your Staff**

Hosted by Justin de Leon, Associate Partner at Education Elements

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Thank you for joining today!

*Change happens when we change our habits.*

***Need accountability?** Email your idea to us and set-up time to re-connect.*

**Chris Summers**  
Senior Design Principal  
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@summers\_11m

*Take a picture of this slide and tag **@edelements** on Twitter!*