

# Connecting SLO's to the Teaching Standards

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# Utah Effective Teaching Standards: A Look Within

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With adaptations from Salt Lake City School District National Board Workshops and the Arizona K-12 Center

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## 2013 Teaching Standards Timeline

September	Standard 9: Leadership and Collaboration Standard 10: Professional and Ethical Standards
October	Standard 6: Instructional Planning
November	Standard 7: Instructional Strategies
December	None
January	Standard 1: Learning Development Standard 2: Learning Differences
February	Standard 3: Learner and Learning Environments
March	Standard 8: Reflection and Continuous Growth
April	Standard 4: Content Knowledge Standard 5: Assessment

## 10-Minute Building Meeting for November 2013

### Standard: 7 (Instructional Strategies)

1. Welcome & Overview
  - a. Welcome, thank for attending & designate a timekeeper
  - b. Agenda focus:
    - i. Disseminate the standard of the month,
    - ii. Answer questions/share suggestions, and
    - iii. Support each other
  - c. Save personal questions until the meeting ends
  - d. Reminder of the monthly standards via monthly 10-minute building meetings and the UEA Action e-newsletter
  - e. Welcome potential members to join our Association for evaluation assistance & support (have membership forms available)
2. Standard 7
  - a. Handouts of the standard with evidence examples
  - b. Ask for examples from their work this month
  - c. Questions or concerns (Refer questions regarding personal situations to end of mtg.)
3. Activities & Opportunities to Help
  - a. Local/District evaluation news
  - b. Seeking Building Evaluation Leads
  - c. Upcoming UniServ training (as applicable)
4. Closing
  - a. Other issues in the building?
  - b. Closing Quote: "What we have to learn to do we learn by doing" Aristotle  
(*Evaluating Professional Development* by Thomas R. Guskey).
    - What does this quote have to do with Standard 7?
    - Ask your colleagues who have not yet joined the Association to join now so that we can share the resources with them and all support each other.
  - c. Thank them for coming.

*NOTE: Please fill out the other side of this document*

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## **Standard 7: Instructional Strategies**

*The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.*

**Examples of Evidence:** Documentation of implementation of instructional strategies to meet learner needs, examples of learner work showing opportunities to solve complex problems, learner self-reflection journals showing individual learning and setting own learning goals, and demonstration of differentiation.

**Classroom Scenario:** Casey teaches middle school science at a Title 1 school with a student population made up of many recent immigrants. Many of Casey's students have never been to school before, or have had large gaps in their school attendance due to the frequent moves their families have had to make. Consequently, students in Casey's classes have limited experience with science and often lack the language skills to demonstrate what they do know. Casey and the students constantly use hands-on demonstrations of science concepts to break through language barriers. Casey also encourages students to work in groups to build physical models of science terms and ideas, allowing stronger English-language speakers to assist their peers. What are three to four pieces of evidence Casey could use to demonstrate mastery of Standard 7?

### **Special Considerations of this Standard:**

- Needs student data. You are first planning (in Standard 6) and then implementing instructional strategies that meet the needs of students you are teaching.
- Needs knowledge of a variety of instructional strategies and how best to implement them in your classroom, your school and your community.
- Includes your own formal and informal learning. You implement strategies, monitor student learning and then reflect upon what worked and what could be improved upon. You might do this in the form of a journal or in a discussion with colleagues.

### **Recommendations:**

- Consider an ongoing process for reflection, such as the following simple four-step process (*Reflective Practice to Improve Schools* by York-Barr, Sommers, Ghere & Montie):
  - What happened? (Description)
  - Why? (Analysis, interpretation)
  - So what? (Overall meaning and application)
  - Now what? (Implications for action)

# Educators Share: Effective instructional strategies promote student understanding

11/19/2013

*Teachers share success they have had using Utah Effective Teaching Standard 7*

UEA's *Educators Taking the Lead* initiative is designed to support member success in the new educator evaluation process by focusing on effective teaching practices and instructional quality.

A number of resources have already been developed, including:

- "Evaluation Leads" in each local designated as a resource and source of information for members regarding evaluations;
- Training on how to use the [Utah Effective Teaching Standards](#) in the classroom to improve practice;
- An electronic [Toolkit](#) to collect, assess and document evidence and information about classroom practice to demonstrate performance; and
- Materials highlighting the ["teaching standard of the month"](#) to support 10-minute building meetings focused on understanding and implementing the standards.



Each regional UniServ office or local association is implementing its own plan for how to use the available resources to support the unique needs of educators in each area. Contact your [local association or UniServ](#) for details.

This month, we have invited two teachers to share stories from the classroom about the teaching standards in action to inspire thinking about high quality instruction. November's focus is [Standard 7: Instructional Strategies](#).

### Standard 7: Instructional Strategies

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#### **Gay Beck, UEA State Evaluation Lead and Kindergarten teacher in Alpine School District**

As a kindergarten teacher, I use various instructional strategies each day to achieve my learning objectives. We start our day with a morning routine. This entails a self-start then moves to the morning meeting. This is direct instruction in a whole group setting. We begin with a morning message, attendance, calendar and counting activities on the smart board.

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We have recently been doing compare-and-contrast activities. In our social studies core we are learning about the similarities and differences in families. I have broken this up into segments. The first day we read a Rigby big book about families and the way they travel, eat, vacation, play games, etc. I use a graphic organizer to show the similarities and differences.

The children share ideas and I put them in the graphic organizer. The next day we continue the lesson and I want them to have a more meaningful connection and deeper understanding of this content area so we discuss their own families. We use a graphic organizer again to compare and contrast their family traditions. I model good writing and use questioning strategies to help them engage and learn more about how to compare and contrast.

Another instructional strategy is the interactive activity called "think, pair and share." In this activity they think about their families' favorite foods and favorite vacations. After they have some ideas, they turn to a partner and each share their thoughts. I give a signal when time is up and then I choose some students to share what they discussed during their turn and talk.

Students share their families' favorite foods and vacations and their neighbors! They remember the things that were the same and different. This activity develops their communication skills and ability to recall information.

After several students share, I talk about how we celebrate all families in our class and how it makes it interesting to be the same and different. I then instruct them that we will be writing about our conversation with our partners. I explain and model how we would write about foods we like or vacations and compare it with our friends. I then have them go in to small groups and work with 5-6 students and differentiate instruction to meet their needs. I can redirect, focus and deepen their writing ability as I conference individually with them. I help with varying needs such as beginning sounds, ending sounds, sentences structure, etc.

They write some great sentences and match them with pictures they draw. They do a great job remembering how to do writers' workshop. The finished writing is fun to read. For example, one student wrote, "I love cookies and Ellie likes fruit. We both like food!" The samples were appropriate developmental spelling. I file and keep the writing samples. Using several instructional strategies ensures that all the students can extend their knowledge in a meaningful way.



- What worked well with the teaching standards in your UniServ?
- What would you like to build on for next year?



# Connecting SLO's to the Teaching Standards

## Purpose:

- Apply the practice of the teaching standards to the work of SLOs

## Outcome:

- Recognize how and where your teaching practice reflects the teaching standards through engaging in the SLO process





# Reflections on Practice and Growth



## Teaching Standards and the SLO Process

**Task:**

1. At your table, split into groups of 3. Assign each group to work with one of the SLO components: Learning Goal, Assessment, Target
  
2. Using the “Teaching Standards and the SLO Planning Process” template **identify which standards align with the SLO component and “effective teaching practice” your group is assigned by marking an “X” in the appropriate box.**

<b>Standard</b>	<b><u>Learning Goal</u></b> includes:	<b><u>Assessment</u></b> includes:	<b><u>Target</u></b> includes:
	<ul style="list-style-type: none"> <li>• Big idea</li> <li>• Aligned to Core</li> <li>• Specific</li> <li>• Student needs</li> <li>• Differentiation</li> <li>• Time Span</li> <li>• Measurable</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring student learning</li> <li>• Standards based</li> <li>• Measure knowledge &amp; skills</li> <li>• Differentiation</li> <li>• Informs instruction</li> <li>• Rubrics/specific criteria</li> <li>• Set new goals</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of student learning needs through past performance</li> <li>• Identify starting points for student learning</li> <li>• Expected outcomes</li> <li>• Ambitious, yet realistic goals</li> </ul>
<b>1. Learner Development</b> The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.			
<b>2. Learning Differences</b> The teacher understands individual learner differences and cultural and linguistic diversity.			
<b>3. Learning Environments</b> The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.			
<b>4. Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline.			

## Task:

3. Regroup at your tables. Share what you discovered.
4. Write a statement in response to the following question:

*How are the teaching standards part of the SLO process?*



## 2014-15 *Proposed* Teaching Standards Timeline

September	SLO Prezi video from Leadership Academy
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*What will this  
work look like  
in your  
UniServ?*