Panel 6

Opportunities for Growth
Michele Willis, Texas Lesson Study Teacher (Fredericksburg ISD)

Rodrigo Rodriguez-Tovar, National Association of Bilingual Educators Teacher of the Year & National Board Certified Teacher (Austin ISD)

Angela Sherwood, Opportunity Culture’s Multi-Classroom Leader (Harlandale ISD)

Amber Simpson, TAP Executive Master Teacher (Somerset ISD)

JoLisa Hoover, Teaching Ambassador Fellow (Leander ISD)
Lesson Study for Experienced Teachers

TEA Learning Round Table
Michele Willis, Panelist
6th Grade Math Teacher & Department Head
Fredericksburg Independent School District
What is Lesson Study?

Inquiry-based, systematic professional development

- job-embedded
- collaborative
- ongoing
- closely connected to classroom practice
- focuses on student learning
- addresses the teaching of specific curriculum content
Why Lesson Study?

#1: Improve teacher effectiveness through self-reflective, outcome-oriented, research-based learning communities

#2: Improve student outcomes

#3: Increase self-mastery and public perception of the teaching profession

#4: Produce high-quality research-based documents (similar to the medical and legal professions)

#5: Share a repository of master lessons
How is Lesson Study different?

<table>
<thead>
<tr>
<th>Traditional PD</th>
<th>Lesson Study</th>
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<tbody>
<tr>
<td>Begins with an answer</td>
<td>Begins with a question</td>
</tr>
<tr>
<td>Driven by an outside “expert”</td>
<td>Driven by participants</td>
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<tr>
<td>Communication flow: trainer→teachers</td>
<td>Communication flow: teacher→teacher</td>
</tr>
<tr>
<td>Hierarchical relations between trainer &amp; learners</td>
<td>Reciprocal relations among educators</td>
</tr>
<tr>
<td>Research informs practice</td>
<td>Practice is research</td>
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How will this change impact your work together?
TXLS components align closely with your new Teacher Appraisal System and can help you meet your professional goals in the Distinguished and Accomplished categories.

<table>
<thead>
<tr>
<th>TXLS Component</th>
<th>Teacher Practice Component</th>
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<tbody>
<tr>
<td>1.2 Uses data results to reflect on his/her teaching</td>
<td>- Reviews data to reflect and critically examine his/her practice</td>
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<tr>
<td>2.2 Displays extensive content knowledge</td>
<td>- Researches key concepts underlying the topic and considers content connections</td>
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<tr>
<td>2.2 Consistently anticipates possible student misunderstandings</td>
<td>- Identifies anticipated student responses and misunderstandings</td>
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<tr>
<td>2.4 Consistently monitors the quality of student participation and performance</td>
<td>- Observes students during a live teaching - Collects qualitative data on the learning process</td>
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If you want to learn more…

Contact Michele Willis
michelew@fisd.org

or

Elizabeth Lorenz
Region 13 Education Specialist
Instructional Coach/TXLS
elizabeth.lorenz@esc13.txed.net
Rodrigo Rodriguez-Tovar

- 4th grade dual-language teacher at Cook Elementary in Austin ISD
- Nationally-Board Certified Teacher
- National Bilingual Teacher of the Year 2017
- Trainer for the National Education Association: English Language Learners Cadre
Angela Sherwood

- Opportunity Culture–Texas multi-classroom leader and teacher at Terrell Wells Middle School in Harlandale ISD

- Supports 10 sixth–eighth grade math teachers
  - Co-teaches
  - Collaborates on curriculum and resource development
  - Facilitates professional learning communities (PLCs)
  - Provides on-campus professional development with implementation support
  - Plans interventions for students
Amber Simpson

- Executive master teacher through the Teacher Advancement Program at Barrera Veterans Elementary School in Somerset ISD
- Facilitates weekly professional development meetings
  - Coaches faculty on tracking students' progress
  - Develops action plans to reinforce strengths and address areas of improvement
- Observes educators in the classroom
- Models and tests new instructional techniques
- Introduces curriculum and assesses students' learning
JoLisa Hoover

Fourth grade teacher
Leander ISD
@JoLisaKH

Teaching Ambassador Fellow, US Department of Education

Texas Teach Plus Fellow
Teacher Leadership

In the past, teachers have had limited opportunities to lead in their schools, districts, or states without leaving their classrooms.

Today, research shows that a majority of all teachers want new roles, which allow them to lead without giving up the teaching they love.

- Mentor/Coach
- Leadership Team Member
- Department Chair
- Curriculum Specialist
- Instructional Specialist
- Lead Teacher
- Advocate for Change
- Policy Leader

Source: US Department of Education
Elevate teachers as experts & leaders.

Source: Kentucky Department of Education
Teacher Leadership—It’s not always about curriculum and mentoring

- Policy leaders
- Advocates for change
- Increasing teacher voice
Teach to Lead
School Ambassador Fellows

#FellowsatED

TOPIC: HOW MIGHT WE RETHINK OUR APPROACH TO SOCIAL & EMOTIONAL LEARNING?

2017 U.S. DEPARTMENT OF EDUCATION SCHOOL AMBASSADOR FELLOWS

Wednesday, January 3
8pm - 9pm EST
The mission of Teach Plus is to empower excellent, experienced teachers to take leadership over key policy and practice issues that affect their students’ success.

TEACHERS LEADING ON POLICY
The goal of our policy work is to ensure that teachers have a voice in the public policy decisions that affect their classrooms. How do we equip teachers to be heard? Our selective Policy Fellowship has three core components:

1. SKILLS-BUILDING, READING, AND RESEARCH ON EDUCATION POLICY AND ADVOCACY structured like a graduate school course.

2. SMALL GROUP MEETINGS WITH TOP LEADERS. We break down barriers between teachers and decision-makers.

3. ADVOCACY WORKING GROUPS. Fellows take on issues and work to make changes to benefit their students.

TEACHERS LEADING ON INSTRUCTIONAL PRACTICE
Through our Teacher-Led Professional Learning (TLPL) programs, we connect teachers of similar grades and subjects to collaborate on improving instruction. TLPL encompasses the T3 Initiative, through which we train a cohort of teacher leaders to accelerate student achievement across their school.

90% of participants incorporated a new strategy or skill into their classroom as a result of taking part in the TLPL experience.

- 331 teacher leaders who collectively impacted
- 924 teachers, and
- ~ 10,000 students
If You Want to Learn More…

Texas Lesson Study: txgateway.org
National Board Certification: nbpts.org
National Association for Bilingual Education: nabe.org
National Education Association: nea.org
Opportunity Culture: opportunityculture.org
National Institute for Excellence in Teaching: niet.org
Teach Plus: teachplus.org
USDE School Ambassador Fellowship: www2.ed.gov