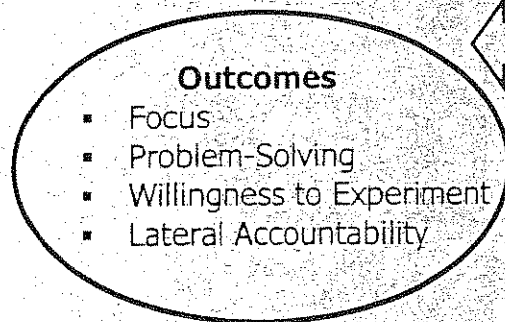
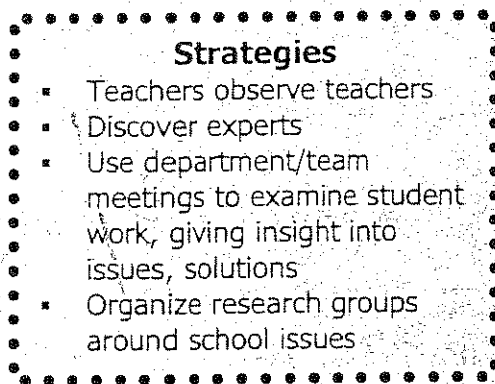
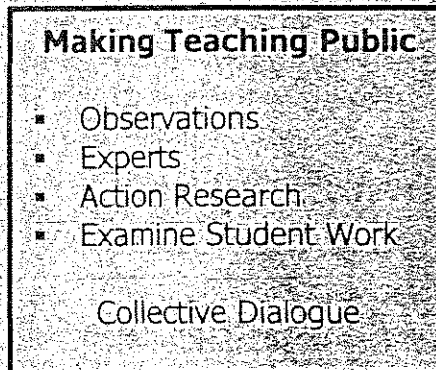
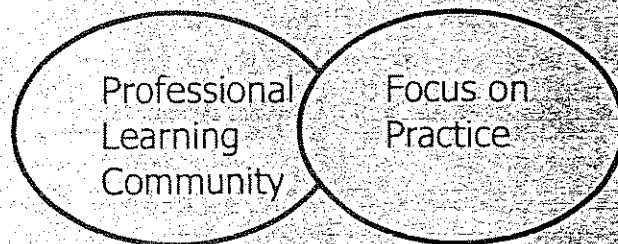
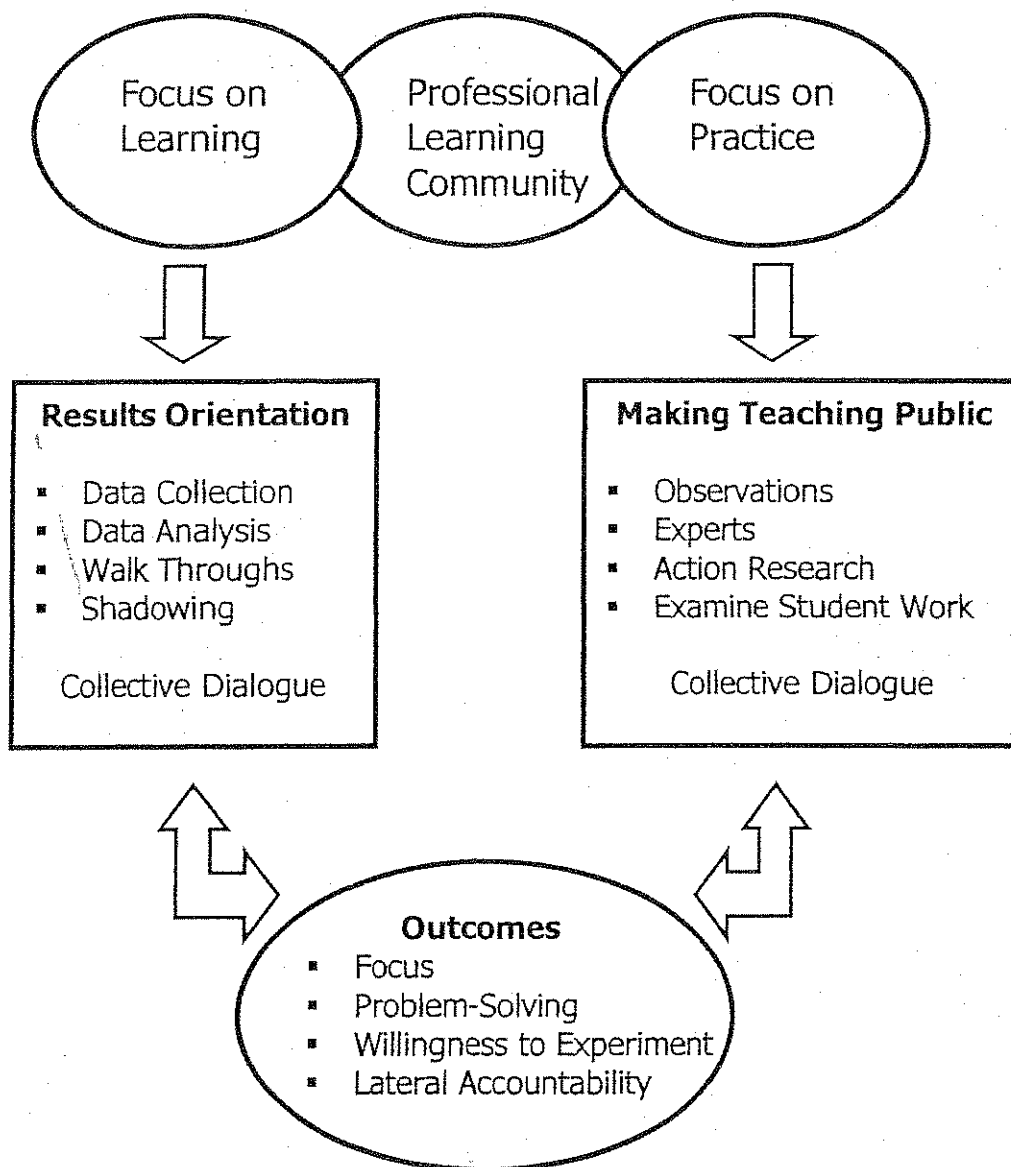


Promoting a Focus on Practice: Making Teaching Public



Promoting Learning Communities



LOOK FORs

What instructional strategies make the greatest impact on student learning?

In your classroom, how do students know what they are expected to know and do to be successful? How do they know their work is good?

What strategies promote the active engagement of all students in the lesson?

Tips to Promote the Evolution of a Learning Community

Results Orientation for a Focus on Learning

- Focus is imperative—what are we trying to achieve? What does *good* look like?
- Data should be collected and reflected upon by those closest to the data—the teachers and their department or team.
- Walk throughs should be conducted for the purpose of data collection, not evaluation.
- Shadowing students gives teachers an idea of what schooling is like on the other side of the desk.
- Collective dialogue/reflection is a necessary step—and an often-omitted one.
- Dialogue should focus on problem-seeking and problem-solving.

Making Teaching Public for Improved Pedagogy

- Require teachers to observe each other. Use *Look Fors* as an organizer for observations.
- Collectively reflect on what was observed. Begin by focusing feedback on affirming examples of the *Look Fors* in practice.
- The observations and dialogue sessions will reap a cadre of experts. Allow the experts to share. Publish who the experts are.
- The dialogues will point out areas the teachers want to know more about. This is the moment to start action research. Action research will imprint experimentation as a part of your school culture.
- Examining student work by departments/teams is the single most powerful strategy to effect coherence of expectations, higher expectations, and higher quality work by students and teachers—but don't start this first—it's scary!

Benefits = learning + lateral accountability