



Teacher Best Practices Training

UNIVERSITY OF LOUISVILLE
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Project Introduction:

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Franklin County Schools Instructional Coaches



Training Overview:

Day 1: (4 Hours)

Coach Best Practices (1.5 Hours)

Module A: An introduction to MI (2 Hours)

Day 2: (3.5 hours)

Module B: Engagement (2.5 Hours)

Module C: Focusing and Evoking (1 hour)

Day 3: (4 hours)

Module C: Focusing and Evoking (1.5 hours)

Module D: Planning (1.5 Hours)

Training Overview:

- ▶ **Content Introduction**
 - ▶ Opportunities to Respond
 - ▶ Positive Feedback
- ▶ **Coaching Model: Coach Best Practices**
 - ▶ Review the Four Step model
 - ▶ Teacher Exercises

What are Teacher Best Practices?

- ▶ <https://louisville.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=7fce799a-d2c4-4e73-b9ba-ab720124a33d>
- ▶ Best Practices are those that are known to provide the highest probabilities for success
- ▶ For teachers, best practices maximize the probability of student success
 - ▶ Nothing is a sure-thing, but some things work better than others
- ▶ Best practices are identified through empirical research
 - ▶ Those practices shown to have a positive effect
 - ▶ Those practices whose effects are large in comparison to alternatives

Engaging Students with
Opportunities to Respond (OTR)

Motivational Interviewing Skills for Coaches (MISC)
Video Training Module

The image shows a video training module thumbnail. On the left, a white box contains the title 'Engaging Students with Opportunities to Respond (OTR)' and a subtitle 'Motivational Interviewing Skills for Coaches (MISC) Video Training Module'. On the right, a video frame shows a man with short grey hair wearing a red and black plaid shirt, looking directly at the camera against a plain, light-colored background.

Media.CBP.1 - OTRs & Positive Feedback (video)

Opportunities to Respond: OTRs

- ▶ Engagement is perhaps the most important predictor of student success
 - ▶ Increased active attention to lesson
 - ▶ Decreased rates of disruption and off-task
- ▶ Teachers can facilitate student engagement by providing opportunities for students to respond during instruction.
 - ▶ We call these OTRs
 - ▶ Any teacher behavior that makes the student think about the curricular content and respond in some way is an OTR
- ▶ OTRs can be done in a number of way

Opportunities to Respond: OTRs

- ▶ Question OTRs
 - ▶ Choral (whole group) or individual
 - ▶ *Why do you think this would be a good way to do this?*
- ▶ Discussion OTRs
 - ▶ *Turn to your neighbor and tell them why you think this is the right way*
 - ▶ *Tell me which is your favorite*
- ▶ Action
 - ▶ *Hold up your green card if you agree*
 - ▶ *Write your answer on your white board and hold it up*
 - ▶ *Point to the one you think is the best example*
 - ▶ *Build one on your own and share with your partner*
 - ▶ *Hands up if you think this is the best way*

Positive Feedback

- ▶ Positive Feedback is an essential component of effective instruction and is associated with student academic and social success.
- ▶ Positive Feedback simply means that the teacher has clearly indicated to the student(s) that behavior is appropriate/correct
- ▶ Types of Positive Feedback include verbal, tangible, and group attention. During instruction, teachers can provide high rates of verbal positive feedback without interrupting the lesson
- ▶ Effective positive feedback is delivered immediately after behavior, with specificity, and in a genuine manner
 - ▶ *Thanks for being ready*
 - ▶ *That's the right way to _____, thanks.*
 - ▶ *I'm impressed by how you've _____*
 - ▶ *You are really doing a good job with _____*

**Engaging Students:
Opportunities to Respond (OTR) & Positive Feedback**

Best Practices are those that are known to provide the highest probabilities for success. For teachers, best practices maximize the probability of student success, and while nothing is a sure thing, some strategies work better than others.

Best practices are identified through empirical research. They are practices shown to have a large positive effect in comparison to the alternatives. Consistently, the data confirms that for students' positive interactions with adults, and engagement during instruction, are perhaps the most important predictors of student success.

These two strategies create:

- Decreased rates of disruption and off-task behaviors.
- Increased active attention to lesson.

Positive Feedback is an essential component of effective instruction and is associated with student academic and social success. Positive Feedback simply means that the teacher has clearly indicated to the student(s) that their behavior is appropriate/correct.


Types of Positive Feedback include verbal, tangible, and group attention. During instruction, teachers can provide high rates of verbal positive feedback without interrupting the lesson. Effective positive feedback is delivered immediately after a behavior, with specificity, and in a genuine manner.

Here are some examples:

- Thanks for being in your seats and ready.
- That's the right way to _____, thanks.
- I'm impressed by how you've _____.
- You are really doing a good job with _____.

OTRs - Engagement is a Teacher Behavior:
Teachers can enhance student engagement during instruction with specific behaviors that are known to keep students actively thinking and learning. For many students, this will not happen without careful planning and delivery by the teacher.

By providing opportunities for students to respond during instruction teachers can facilitate student engagement, we call these OTRs. Any teacher behavior that makes the student think about the curricular content and respond in some way is an OTR. We've provided several examples of OTRs on the back of this page.



OTRs and Positive Feedback

CBP.3 OTR and Positive Feedback One-Pager (CBP Module)

Coach Best Practices Model:

We have introduced you to **what** the strategies are, now let's talk about **how** you will introduce them to teachers.

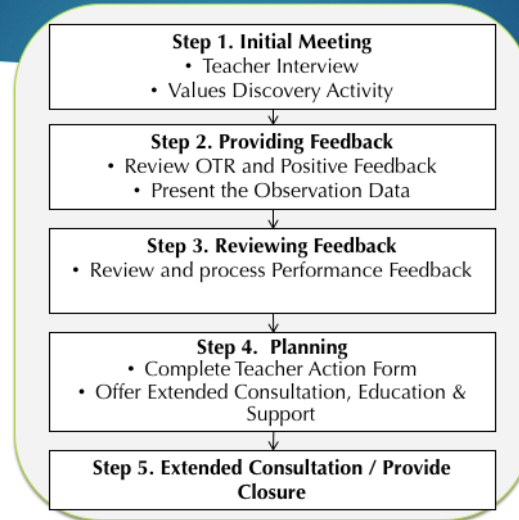
Coaching Best Practice procedures

- ▶ 4-5 Sessions
- ▶ 20-45 Minutes
- ▶ Each session has a different focus, that starts with in step 1 by getting to know your teacher and culminates with a focused, task oriented, plan of action in step 4.

Each step has a reminder checklist, as well as handouts and other materials

Reference CBP.3 Coaching Procedural fidelity checklist. You will complete this for each teacher you work with.

Navigation Guide



CBP.1 Coaching Procedural Fidelity Checklist (CBP Module)

Step 1: Initial Meeting

Getting to know your teacher, and their classroom.

- ▶ Complete the **Teacher Interview**
- ▶ Complete the **Values Discovery** activity.

During the first step of the CBP procedures you will be working to get to know the teacher and their classroom, their approach as a teacher, and their strengths and weaknesses. To help you achieve this complete the **Teacher Interview Form**, and the **Values Discovery** activity. By the end of the session you should begin to feel like you know a little bit about who the teacher is you're working with, how their classroom runs, and areas that you might focus on with them in coaching.

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Teacher Interview Form
CBP, Step 1

Goal: This brief interview will help us learn about your classroom management practices, your classroom culture, what you like about teaching, and the areas you consider to be your strengths or weaknesses as a teacher.

Tell me about your yourself as a teacher?

How would you describe your class this year?

What do you consider your strengths as a teacher? Your areas for growth?

What about teaching gets you excited?

What aspect of your teaching are you most interested in improving?

The Teacher Interview Form:

CBP.2 Teacher Interview Form (CBP Module)

Review the Values Cards exercise:

This exercise invites the teacher to identify his or her values within the context of the education and teaching.

1. Introduce the activity
2. Ask the teachers to sort the cards.
3. Facilitate a conversation about why the teacher selected the cards that they did

CBP.4 Values Discovery Activity (CBP Module)

Step 2: Providing Feedback (Assessment of OTRs and Feedback)

1. Review the **Opportunities to Respond** and **Positive Feedback** video content and handouts.
2. Present the classroom **Observation Data**.
3. Ask the teacher to reflect on the content you've shared, and be prepared to discuss with you in **Step 3**.

Reference CBP.1 and CBP.2 again

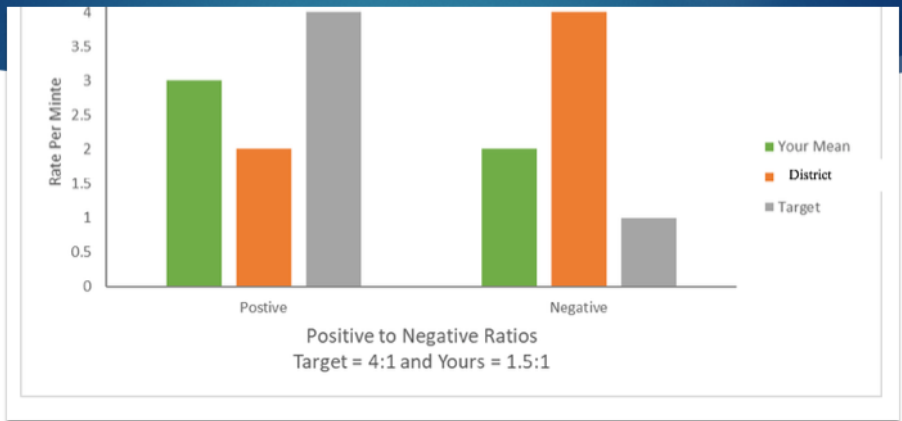
Reference CBP.6 video of OTR and PF

Step 2 is where we lay out the information and step 3 is where it is processed.

During the second step of the Coach Best Practices you will be presenting the teacher with educational materials on **Opportunities to Respond** and **Positive Feedback**, then you will be reviewing with the teacher their classroom observation data. To help you achieve these objectives we will provide you with training materials and personalized observation data for your teacher. By the end of the session your teacher should understand what OTRs and Positive Feedback are, and why they are so important. They should also have a clear understanding of averages scores from school observations, their own scores from observations, and target scores for educators to strive for.



CBP.5 Sample Observation Graphs (CBP Module)



Step 3: Reviewing Feedback

After presenting the Teacher Best Practices content, and reviewing the data from the classroom observations you're now ready to discuss with the teacher how they want to apply the content to their own instructional practices.

- ▶ Discuss takeaways from the Observation Data
- ▶ Discuss areas the teacher may want to focus on implementing OTRs and Positive Feedback.
- ▶ Offer a Step 4, Planning Session

Step 4: Planning

- ▶ Review work completed in Steps 1-3.
- ▶ Complete the **Teacher Action Plan**
- ▶ Offer ongoing support for implementing the plan.

CBP.6 Teacher Action Plan (CBP Module)

During the fourth step of the Coach Best Practices you will be reviewing your work together from steps 1-3, and then helping the teacher creating a focused plan on using increased rates of **OTRs** and **Positive Feedback** in their classroom. To help you achieve these objectives you will complete the **Teacher Action Plan** during your session. By the end of the session your teacher should have clear, measurable steps for how they plan to use these strategies in their instructional practices.

**Teacher Action Plan
CBT_Step 4**

Teacher: _____ Grade: _____ Date: _____

Complete this with your instructional coach, consider brainstorming on the backside of this page before you begin.

Values Identified by Teacher: _____

Target: I want to increase/improve/decrease: _____

Specific reasons to change: _____

Specific Behavior Goal (s): _____

| |
|----------------|
| Action Step 1: |
| By Date: _____ |
| Action Step 2: |
| By Date: _____ |
| Action Step 3: |
| By Date: _____ |

Teacher Action Form:



Comments, questions,
thoughts?