

EPISODE 277

Helping New Teachers With Management & The Basics



INSTRUCTIONAL
LEADERSHIP SHOW



Essential Question



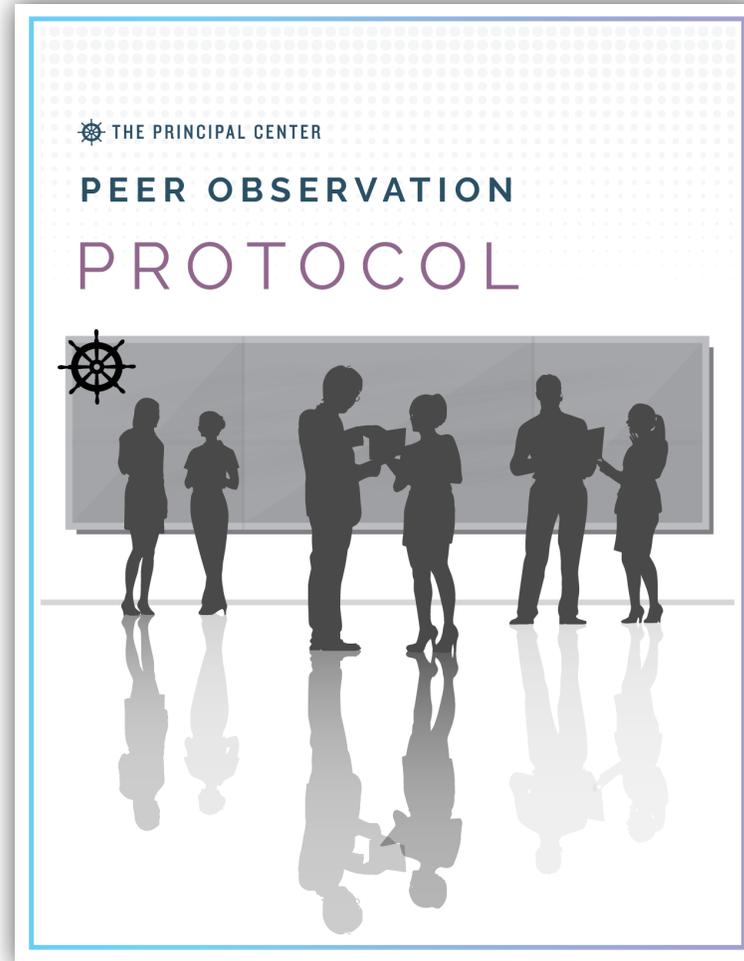
How can I help new teachers quickly master the basics of classroom management and teaching?

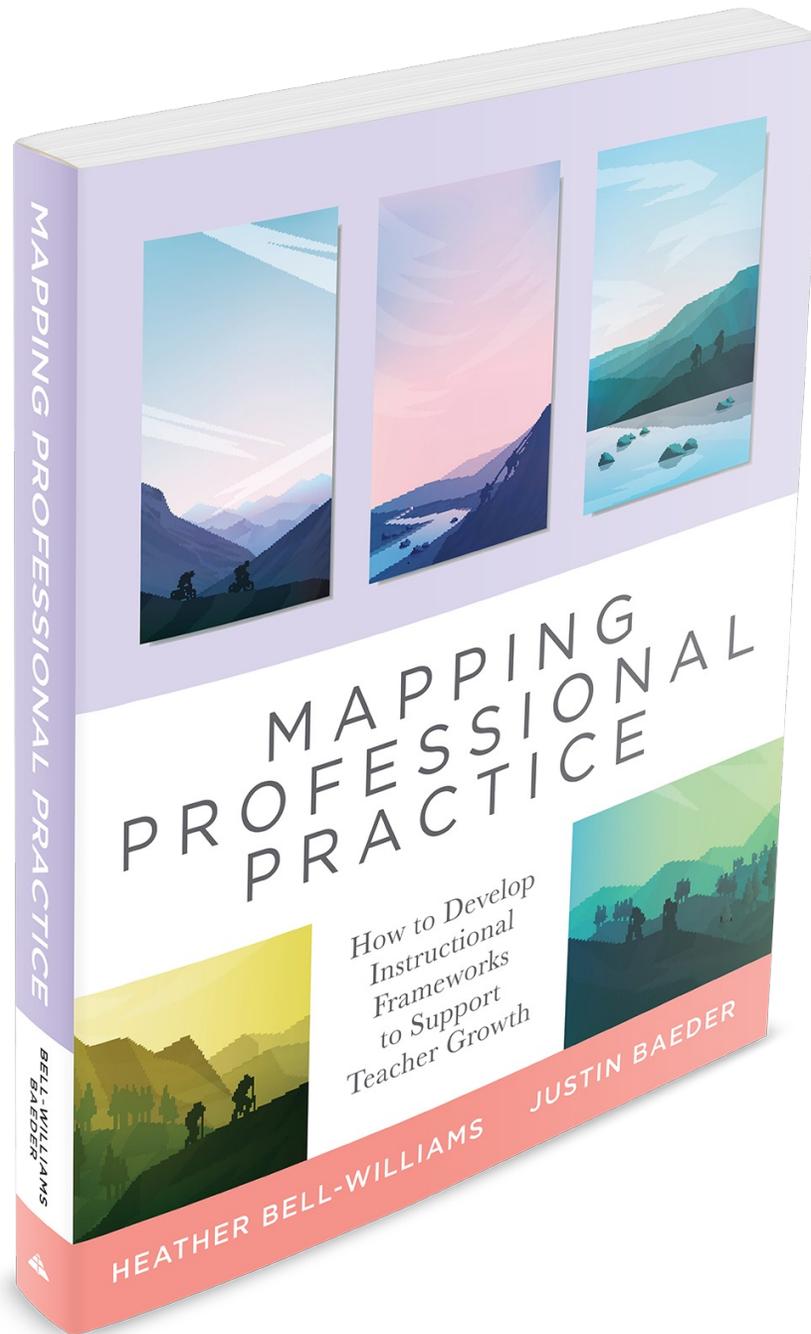


5x5 Observation Guide

Key Component:	Level 1	Level 2	Level 3	Level 4
1.				
2.				
3.				
4.				

Peer Observation Protocol





Common Management Issues



- Getting students' attention
- Managing transitions
- Dealing with minor disruptive/off-task behavior

Teaching Basics



- Planning & preparing activities in a lesson
- Giving instructions for learning activities
- Collecting student work

Level 1 to Level 2 Feedback



Boss role—directive feedback to change behavior

TELL:

- Tell the teacher what needs to change and why
- Evidence of change you'll need to see quickly
- Lean change—small, rapid steps
- Less is better—stay focused

Level 2 to Level 3 Feedback



Coach role—reflective feedback to change thinking

ATIP:

- Awareness—help the teacher become more aware
- Timeliness—help the teacher adapt in real time
- Integrated—juggling the key components smoothly
- Proactive Planning—anticipate problems

Examples from Episode 276



EPISODE 276

**Using The 5x5
Observation
Guide To Prepare
Teachers For Peer
Observations**



**INSTRUCTIONAL
LEADERSHIP SHOW**



Struggling Teacher Example: Attention-Getting Signal



Key Component	Level 1	Level 2	Level 3	Level 4
Initial signal	Silent/goes unnoticed	Takes too long for students to notice	Loud enough to hear	N/A
Student response	None or few	Some but not most	Nearly all (Loud or silent)	N/A
Volume drop	Teacher continues yelling/talking over	Reduces to normal volume	Much quieter voice to quiet students	N/A
				N/A

Team Professional Learning: Group Work



Key Component	Level 1	Level 2	Level 3	Level 4
Task	Bad fit for group work	Mixed	Good fit for group work	New learning benefits
Roles	Unspecified	Imbalanced	Well-balanced	Balanced & matched to kids
Directions	Unspecified	Given but unclear	Clear to all	

Dealing with Minor Disruptive/ Off-Task Behavior



Key Component	Level 1	Level 2	Level 3	Level 4
Noticing	Does not look at or listen to students to monitor behavior	Alternates between teaching and checking on students	Continuously seeing and hearing whether students are on-task/listening	N/A
Proximity	Does not approach off-task students; addresses from a distance	Uses proximity, but in a way that disrupts the lesson for others	Uses proximity & nonverbal signals to redirect off-task behavior without interrupting	N/A
Subtlety	Stops the class & points out the off-task student; power struggle	Redirects the student without a power struggle, but somewhat disruptive	Redirects off-task students without drawing attention to them	N/A

Level 1 to Level 2 Feedback



Boss role—directive feedback to change behavior

TELL:

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Level 2 to Level 3 Feedback



Coach role—reflective feedback to change thinking

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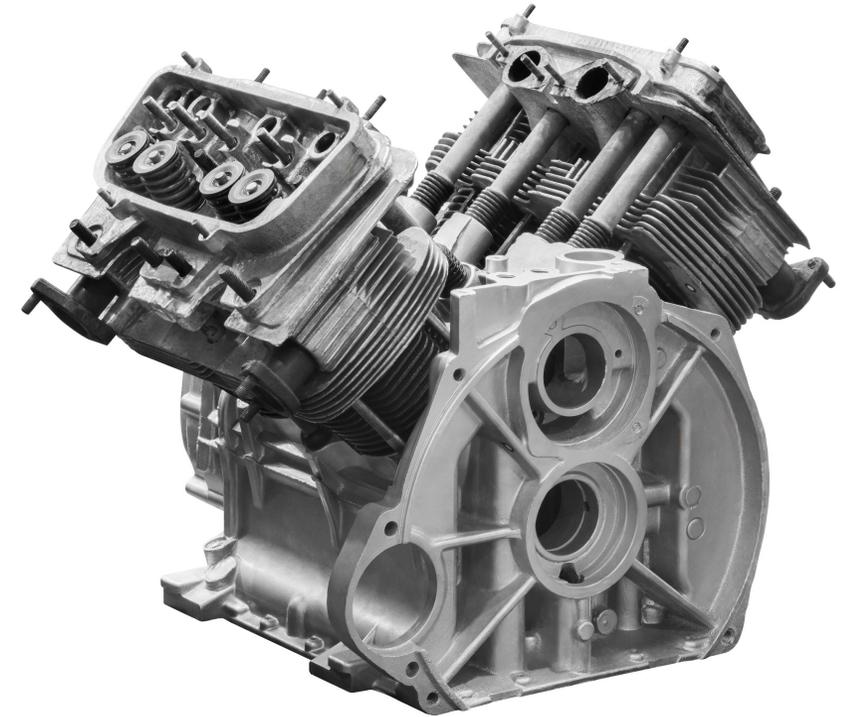
Using the 5x5 Observation Guide For “Framework Thinking”



- Observe a variety of teachers
- Note good & bad examples
- Identify key components
- Identify levels of fluency—3, then 1, then 2

Key Components

- What does the teacher need to juggle in order to succeed?
- What would cause failure if ignored?
- What are the components without which the practice isn't occurring?



Levels of Fluency



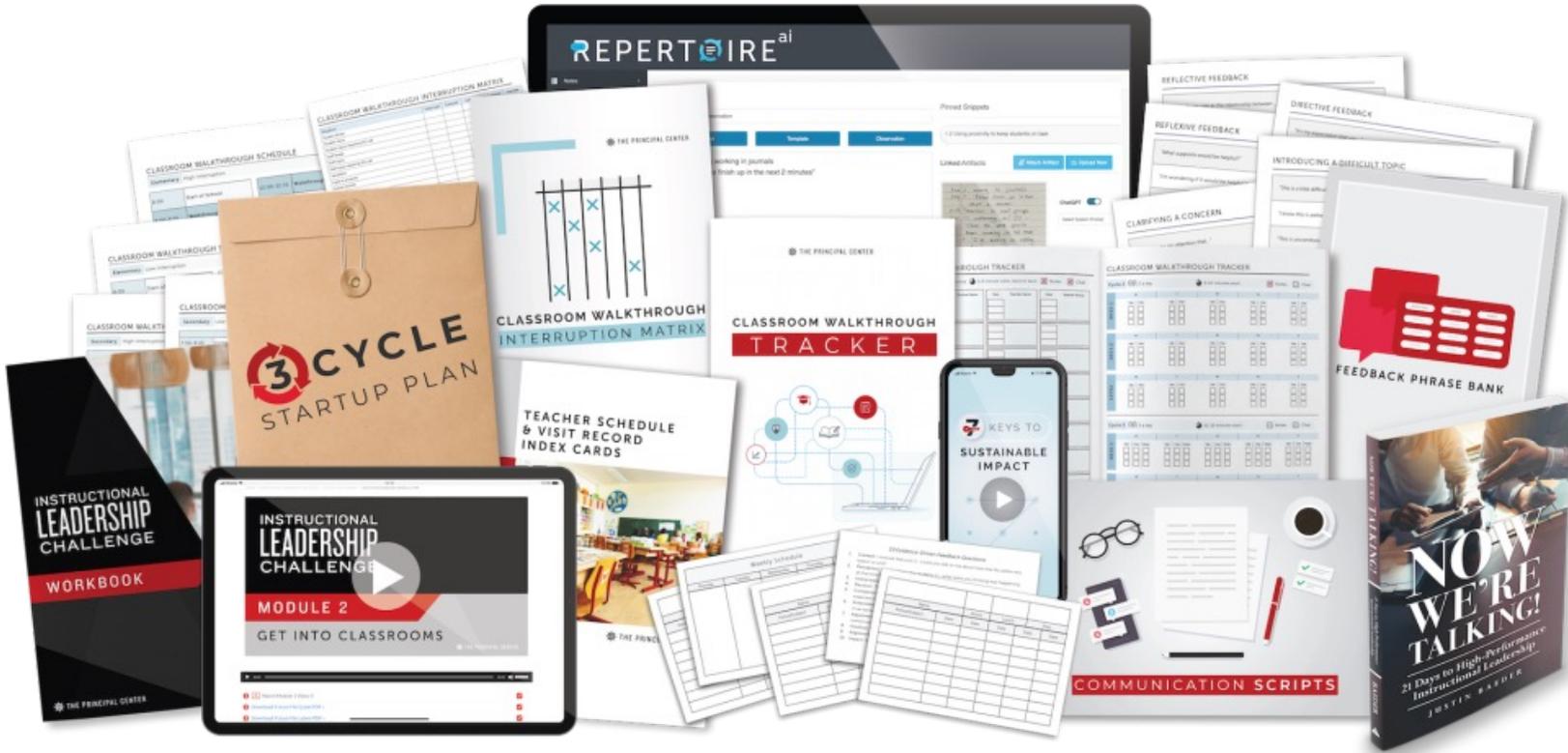
- 1st: Level 3—Fluent (the expectation)
- 2nd: Level 1—Beginning (starting point)
- 3rd: Level 2—Developing (transitional phase)
- ~~4th: Level 4—Exemplary (skip for now)~~

Use Framework Thinking

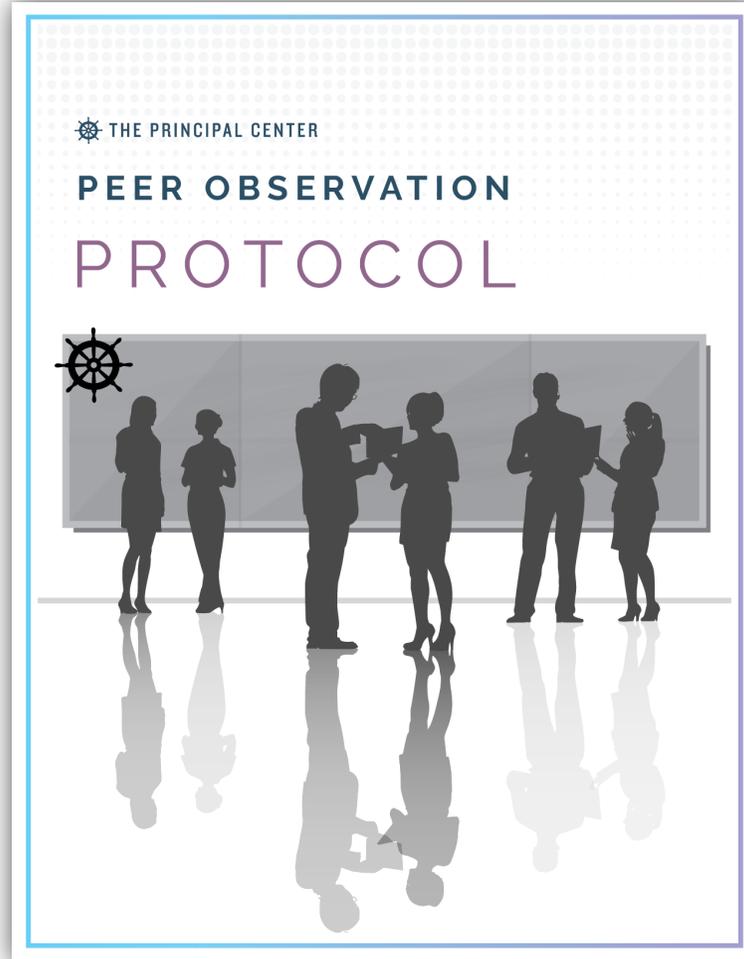


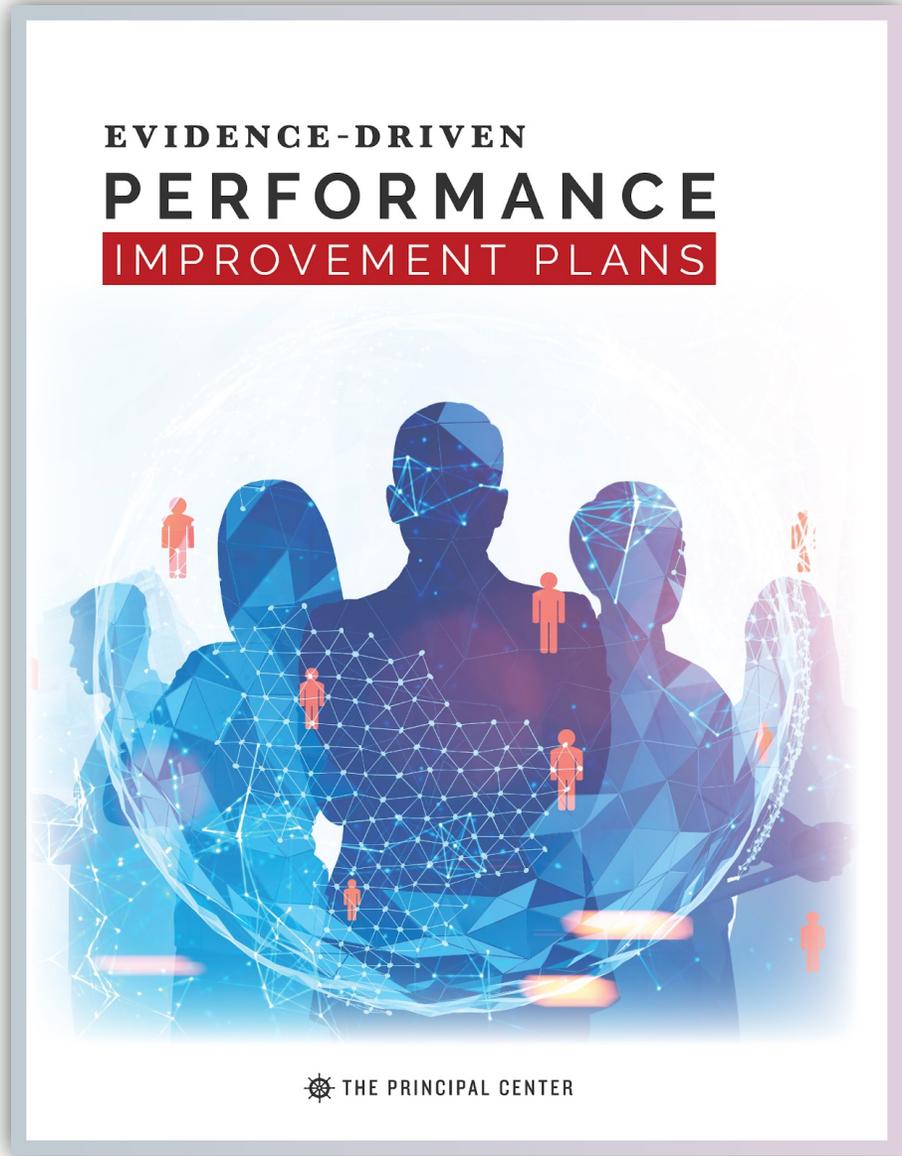
- Organize your notes about the practice
- Identify gaps in your thinking
- Observe more teachers for more ideas
- Don't worry about finishing a shareable framework

Take The Challenge



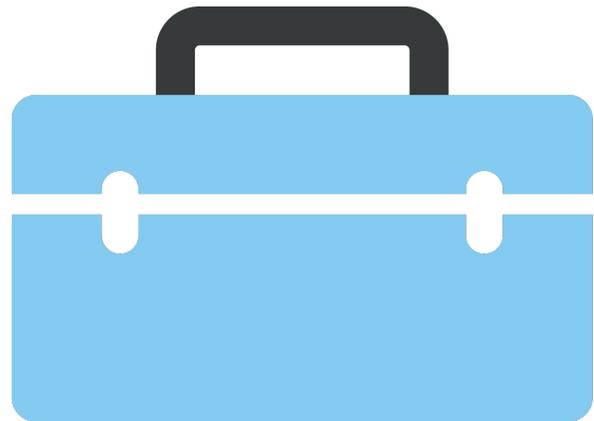
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