

# OBSERVATION

The Teacher...

The Student...

Teaching was best when ...

Learning was visible when ...

## Research and Resources

Effective teaching effects student achievement.

Sanders, W.L. & Rivers, J.C. (1996, November); Rivkin S.G., Hanushek, E.A. and Kain, J.F. (2005). Nye, B., Konstantopoulos, S. & Hedges, L.V. (2004).

The difference between a teacher at the 25th percentile and a teacher at the 75th percentile is 14 percentage points in students' reading performance and 18 percentage points in mathematics.

Nye, B., Konstantopoulos, S. & Hedges, L.V. (2004).

The importance of leadership is demonstrated by the research that contributes up to a quarter of total school effects to a combination of indirect and direct leadership.

Leithwood, K. S., Louis-Seashore, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning: Review of research*. New York: Wallace Foundation. Retrieved July 21, 2014 from

<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf> .

The top strong improvers of educational systems hired more talented teachers, developed these teachers and aspiring principals, and effectively ensured that the best instruction was consistently delivered to each and every student. "Capacity building is more important than accountability because the former is the route to the latter" p. 241.

Barber, M. & Mourshed, M. (2007). *How the world's best performing school systems come out on top*. McKinsey & Company.

"We have to create leadership capacities that can bring a cohesive faculty together to work on the needs of children and surround them with the structural changes that incentivize people to work together as opposed to practicing in isolation." - Gene Wilhoit, the Executive Director of the Council of Chief State School Officers [www.hopefoundation.org/blog/2011/01/24/gene-wilhoit-the-executive-director-of-the-council-of-chief-state-school-officers-on-effective-school-reform/](http://www.hopefoundation.org/blog/2011/01/24/gene-wilhoit-the-executive-director-of-the-council-of-chief-state-school-officers-on-effective-school-reform/) .

Action guidelines for teachers, administrators, schools and districts relative to building collective professional capacity of teachers and the systems that support them.

Hargreaves, A. & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.

Promotes school- and district-level PLCs as the most influential movement in changing practices at schools. Includes the significance of principals leading by example and developing a sense of self-efficacy through capacity building.

DuFour, R., & Marzano, R. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree.

Meta-analysis that identifies the effect size of influences on student achievement.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analysis relating to student achievement*. New York, NY: Routledge.

Provides practical implementation tools for whole school and teachers and expands on meta-analyses of teaching strategies.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

Examples and lessons from leading states, districts and other education organizations in providing accurate feedback from observations.

Gates Foundation (2010). *Learning about teaching: Initial findings from the measures of effective teaching project*. Bill & Melinda Gates Foundation.

Tools and rubrics to explore prior to establishment and implementation of an observation and feedback process that covers trust building, clarification of expectations, training for interrater reliability, and actions for reflection on implementation.

Wood, Jess, Tocci, Cynthia M., Joe, Jilliam N., Holtzman, Steven L., Cantrell, Steve, Archer, Jeff . (Jun 2014). *Building trust in observations: A blueprint for improving systems to support great teaching*. (Policy Brief). Bill & Melinda Gates Foundation.

Explores formative walkthroughs and formative learning cycle, look-fors for students, lesson, questioning, etc. based on using a learning target theory of action.

Moss, C. M. & Brookhart, S. M. (2015). *Formative classroom walkthroughs: How principals and teachers collaborate to raise student achievement*. Alexandria, VA: ASCD.

Presents the FIT (Framework, Intentional, Targeted) tool to strengthen practices in literacy development through collaborative interactions that via collegial feedback.

Fisher, D., Frey, N. & Hite S.A. (2015). *Intentional and targeted teaching: A framework for teacher growth and leadership*. Alexandria, VA: ASCD.

Examine professional learning communities (PLCs): the why, what, how and actionable steps.

DuFour, R., Eaker, R. & DuFour, R. (2005). *On common ground*. Bloomington, IN: Solution Tree Press.

Blankstein, A., Houston, P. & Cole, R. (2008). *Sustaining professional learning communities*. Thousand Oaks, CA: Corwin Press.

Educational Leadership (Vol. 71, No. 2, October, 2013). Leveraging Teacher Leadership. Various articles.