



*"Here is Edward Bear, coming down the stairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it."*

*Winnie-The-Pooh*  
*A. A. Milne*

# **Facilities Directors Leadership Academy**

November 12, 2010

***A Chance to Stop the Bumping  
And Think a Moment----***

# Who is here?

- **Facilitators:**
  - **Lois Adams**
  - **Ann Pearce - in spirit**
  - **Kay Cessna**
- **Returning Leaders**
- **New Leaders**
- **CDE staff**

# What Are the Plans for Today?

We'll:

- Review where we are in the journey to improve instruction,
- Appreciate the importance of directly teaching vocabulary,
- Learn a procedure to develop specific vocabulary lists
- Learn about and participate in an **Ownership Conversation**.

# Today's Agenda

- Settling in and Review Prior Learning
- Learning Together
  - Identifying targeted vocabulary
  - Structured Ownership Conversation
- Closure

# *How Do We Make the Transition from “out there” to “be here?”*

Move, meet and meld minds

- Move:
  - Stand up and walk around
  - When we signal, freeze.
- Meet
  - Initiate eye contact with someone near you.
  - Introduce your selves in what ever way you feel is appropriate.
- Meld minds
  - Work together to complete the matching assignment that reviews past vocabulary.
  - Debrief as a big group

# Why Are We Here?

- To improve Student achievement
  - Through strong instruction by teachers
  - Aided by supportive, effective instructional leaders

# Where Are We in the Process?

- Two years of leadership seminars - focusing on adult skills and effective instructional skills
- One round of teacher training focusing on:
  - Direct explicit systematic instruction
  - Classroom structures
  - Strategies for student engagement



# Fall Workshop Objectives

## Participants will:

- *understand the components of direct, explicit systematic instruction, why it's important and how to use it;*
- *increase their knowledge of structures to develop critical classroom routines and strategies for implementing them with students;*
- *expand their repertoire of strategies for active participation and student engagement.*

# Who Attended

Monday: 39 participants  
Tuesday: 50 participants  
Teachers from  
all over the state -  
Grand Junction, Pueblo,  
Canyon City, Greeley,  
Sterling, Denver area



# What Did Teachers Say After the Training?

What was valuable:

- *The recognition that facilities have different needs than public schools.*
- *Another teacher gave me a great idea I'm going to use!*
- *The realization that I'm not alone.*

# What Did Teachers Say After the Training? Cont'd.

What was valuable:

- *All sorts of cool ideas for strategies for behavior and structure*
- *The clearly laid out ideas for strategies in each area.*
- *Individual work time and talking with the other teachers.*

# What Did Teachers Say After the Training? Cont'd.

What was valuable:

- *The d.I presentation was helpful - repetiton and anticipatory sets*
- *D.I. - I could use some work on this. . .*
- *The importance of immediate feedback and strategies to give it.*
- *Active student response ideas*
- *The thinking we did about classroom structures.*

# What Did Teachers Say After the Training? Cont'd

What was valuable:

- *Realizing that what I am doing is supported by research and that I could put so much more into these lessons than I do now.*
- *It was helpful to have so many strategies actually demonstrated along the way.*

# What Will Teachers Do Next?

- *Evaluate my classroom structure and use strategies to improve it.*
- *Start using the strategies on my personal implementation plan.*
- *Add more structure to my class.*
- *Plan, plan, plan to include more active student responses.*
- *Reread and summarize all the info. TONIGHT while fresh in my mind.*
- *Bring my worksheets to my supervisor and create an implementation time line!*

# What Do Teachers Need/Want to Move Forward?

- *Support from my Director to implement*
- *Regular feedback on how I'm doing, including walk throughs and conversations*
- *More meetings like this*
- *Blank slates*
- *Look at ways to stop disruptions caused by sources outside the classroom*
- *Help with sharing this info with others in the facility*
- *More examples on how to use this with our kids in real facility classes.*



# How did we do?

- What have you been hearing about the teacher training?



# What have we been learning?

The good news:

- Many teachers have developed effective strategies for instruction to meet the unique challenges they face,
- Vast array of qualifications and experience across the group,
- Teachers are very committed to their work in facilities,
- Teachers appeared to enjoy being together and contributed readily to the conversations.

# What have we been learning - Cont'd?

## Challenges:

- Need for common structures across the school and across the whole facility,
- Space issues,
- Materials issues - lack of appropriate curriculum and materials,
- Technology issues - lack of technology and/or out of date, useless technology,
- Teachers report that the kids are getting needier/more challenging - more mentally ill?

# What have we been learning - Cont'd?

## Challenges:

- No one had heard of classroom walk throughs.
- The instructional flow seemed new to some folks. Videos were helpful examples. Our sense is that if teachers are to use this they will need lots of support and reinforcement.
- Folks didn't think they needed quieting strategies because "if kids talk we send them out."
- A few teachers felt that what we presented wasn't geared to "our kids" because examples we used weren't from "real facility classes."

# Things to Think About

For CDE:

- How does CDE support development of Facilities as a state wide community - what types of meetings across facilities are most helpful?
- How to help compensate for lack of materials - Would training in developing thematic units and using state standards help?
- More disturbed kiddos - would more specific training for teaching students who are more disturbed be helpful?
- How do we provide examples from Facilities and “our” kids in future trainings?

# Things To Think About

For Directors:

- Space issues - How can we make the space we have more functional for teachers? would problem solving with entire facility staff regarding Space help?
- In an attempt to maintain order, are students being discouraged from participating actively in class?
- Are classroom structures and routines consistent across classrooms/teachers? Across residential, treatment and educational programs?
- Do I know the strengths and concerns of each of the teachers?

# Next Steps - Directors

- Spend time with teachers to develop common expectations for classroom structures.
- Review the materials we covered with your teachers, including the walk-throughs.
  - See the handouts.
- Meet individually with the teachers who attended to see what they identified as their things to pay special attention to on their personal plan.
  - Instruction
  - Classroom structures
  - Student engagement

# Next Steps

- Help teachers to be specific about what they will work on in each of the areas
  - Use idea sheets to help get specificity.
- Conduct walk throughs looking for the targeted behaviors
  - Use walk throughs to guide you
- Talk with teachers about what you saw and what you wonder.
- Use staff meetings to discuss and encourage use of strategies learned.



# Next Steps

- Invite Erin Hale to meet with teachers as needed.
  - Voluntary
  - Can be very helpful but teachers may need encouragement to call her
  - Erin: [erinhale204@hotmail.com](mailto:erinhale204@hotmail.com); 303-565-0743
- Provide us with feedback about how it is going and what is needed to support you and the teachers as you move forward.

# And now

- On to vocabulary---

