



Panel 6

Opportunities for Growth



Michele Willis, Texas Lesson Study Teacher (Fredericksburg ISD)

**Rodrigo Rodriguez-Tovar, National Association of Bilingual Educators
Teacher of the Year & National Board Certified Teacher (Austin ISD)**

**Angela Sherwood, Opportunity Culture's Multi-Classroom Leader
(Harlandale ISD)**

Amber Simpson, TAP Executive Master Teacher (Somerset ISD)

JoLisa Hoover, Teaching Ambassador Fellow (Leander ISD)



TEXAS
LESSON
STUDY

Lesson Study for Experienced Teachers

TEA Learning Round Table

Michele Willis, Panelist

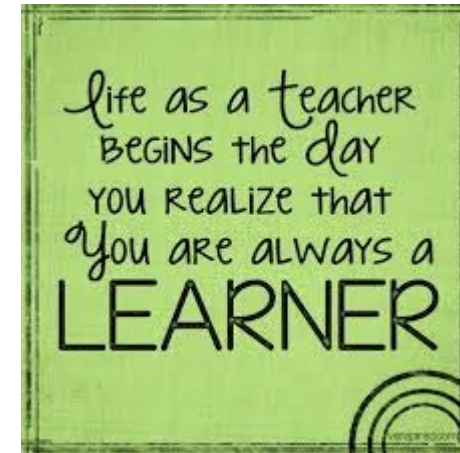
6th Grade Math Teacher & Department Head

Fredericksburg Independent School District

What is Lesson Study?

Inquiry-based, systematic professional development

- job-embedded
- collaborative
- ongoing
- closely connected to classroom practice
- focuses on student learning
- addresses the teaching of specific curriculum content



Lesson Study Cycle



Why Lesson Study?

#1: Improve teacher effectiveness through self-reflective, outcome-oriented, research-based learning communities

#2: Improve student outcomes

#3: Increase self-mastery and public perception of the teaching profession

#4: Produce high-quality research-based documents (similar to the medical and legal professions)

#5: Share a repository of master lessons

How is Lesson Study different?

Traditional PD	Lesson Study
Begins with an answer	Begins with a question
Driven by an outside “expert”	Driven by participants
Communication flow: trainer→teachers	Communication flow: teacher→teacher
Hierarchical relations between trainer & learners	Reciprocal relations among educators
Research informs practice	Practice is research

How will this change impact your work together?

Appraisal System Connection

TXLS components align closely with your new Teacher Appraisal System and can help you meet your professional goals in the Distinguished and Accomplished categories.

1.2 Uses data results to reflect on his/her teaching	<ul style="list-style-type: none">- Reviews data to reflect and critically examine his/her practice
2.2 Displays extensive content knowledge	<ul style="list-style-type: none">- Researches key concepts underlying the topic and considers content connections
2.2 Consistently anticipates possible student misunderstandings	<ul style="list-style-type: none">- Identifies anticipated student responses and misunderstandings
2.4 Consistently monitors the quality of student participation and performance	<ul style="list-style-type: none">- Observes students during a live teaching- Collects qualitative data on the learning process

If you want to learn more...

Contact Michele Willis
michelew@fisd.org

or

Elizabeth Lorenz
Region 13 Education Specialist
Instructional Coach/TXLS
elizabeth.lorenz@esc13.txed.net





Rodrigo Rodriguez-Tovar

- **4th grade dual-language teacher at Cook Elementary in Austin ISD**
- **Nationally-Board Certified Teacher**
- **National Bilingual Teacher of the Year 2017**
- **Trainer for the National Education Association: English Language Learners Cadre**



Angela Sherwood

- Opportunity Culture–Texas multi-classroom leader and teacher at Terrell Wells Middle School in Harlandale ISD
- Supports 10 sixth–eighth grade math teachers
 - Co-teaches
 - Collaborates on curriculum and resource development
 - Facilitates professional learning communities (PLCs)
 - Provides on-campus professional development with implementation support
 - Plans interventions for students



Amber Simpson

- **Executive master teacher through the Teacher Advancement Program at Barrera Veterans Elementary School in Somerset ISD**
- **Facilitates weekly professional development meetings**
 - **Coaches faculty on tracking students' progress**
 - **Develops action plans to reinforce strengths and address areas of improvement**
- **Observes educators in the classroom**
- **Models and tests new instructional techniques**
- **Introduces curriculum and assesses students' learning**

JoLisa Hoover

Fourth grade teacher

Leander ISD

@JoLisaKH

Teaching Ambassador Fellow, US Department of Education

Texas Teach Plus Fellow

Teacher Leadership

IN THE PAST



Teachers have had limited opportunities to **lead** in their schools, districts or States without leaving their classrooms.

TODAY

Research shows that **a majority of all teachers want new roles**, which allow them to lead without giving up the teaching they love.



MENTOR/COACH



LEADERSHIP TEAM MEMBER



DEPARTMENT CHAIR



CURRICULUM SPECIALIST



INSTRUCTIONAL SPECIALIST



LEAD TEACHER



ADVOCATE FOR CHANGE



POLICY LEADER



**Elevate teachers
as experts & leaders.**

Source: Kentucky Department of Education

Teacher Leadership—It's not always about curriculum and mentoring

- Policy leaders
- Advocates for change
- Increasing teacher voice



HOMEROOM

THE OFFICIAL BLOG OF THE U.S. DEPARTMENT OF EDUCATION

ED.gov

Bringing the Oxygen Back into the Classroom

Teach to Lead



TEACH TO LEAD

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6,791

Following
632

Followers
14.6K

Likes
3,613

Lists
2

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School Ambassador Fellows



 #FellowsatED 

TOPIC: HOW MIGHT WE
RETHINK OUR APPROACH TO
SOCIAL & EMOTIONAL LEARNING?

2017 U.S. DEPARTMENT OF EDUCATION
SCHOOL AMBASSADOR FELLOWS

Wednesday, January 3
8pm - 9pm EST





The mission of Teach Plus is to empower excellent, experienced teachers to take leadership over key policy and practice issues that affect their students' success.

TEACHERS LEADING ON POLICY

The goal of our policy work is to ensure that **teachers have a voice in the public policy decisions that affect their classrooms**. How do we equip teachers to be heard? Our selective Policy Fellowship has **three core components**:



1. SKILLS-BUILDING, READING, AND RESEARCH ON EDUCATION POLICY AND ADVOCACY structured like a graduate school course.



2. SMALL GROUP MEETINGS WITH TOP LEADERS. We break down barriers between teachers and decision-makers.



3. ADVOCACY WORKING GROUPS. Fellows take on issues and work to make changes to benefit their students.

TEACHERS LEADING ON INSTRUCTIONAL PRACTICE

Through our Teacher-Led Professional Learning (TLPL) programs, we connect teachers of similar grades and subjects to collaborate on improving instruction. TLPL encompasses the T3 Initiative, through which we train a cohort of teacher leaders to accelerate student achievement across their school.

90%

of participants incorporated a new strategy or skill into their classroom as a result of taking part in the TLPL experience.

+ 331 teacher leaders who collectively impacted

+ 924 teachers, and

+ ~ 10,000 students



If You Want to Learn More...

Texas Lesson Study: txgateway.org

National Board Certification: nbpts.org

National Association for Bilingual Education: nabe.org

National Education Association: nea.org

Opportunity Culture: opportunityculture.org

National Institute for Excellence in Teaching: niet.org

Teach Plus: teachplus.org

USDE School Ambassador Fellowship: www2.ed.gov