



Promoting Effective Instruction Update Number 1

⇒ **Extended Learning Assignment:**
[States of Mind as Educator Dispositions](#)
[Reading & dialogue process](#)

⇒ **Promoting Effective Instruction** is the first of four endeavors in the **Quality Teaching & Learning Initiative**. It addresses two Essential Questions by targeting a matching pair of Outcomes, shown below. See also the Initiative's [Organizing Outline](#).

Essential Questions	Ultimate Outcomes
1. What constitutes effective instruction in pursuit of <i>Quality Learning for Every Student Every Day</i> , according to the best current knowledge in the field?	1. Deepened shared understanding of effective instruction.
2. How might educators effectively engage one another in reflecting on their teaching and their learners' progress?	2. Enhanced capacities for collegial conversation and coaching.

⇒ Participants in this second phase of **Promoting Effective Instruction** are all of the corporation's coaches, each with a teacher learning partner, and all high school department heads, also with teacher partners.

⇒ The Superintendent's view of leadership is that all staff have the right, responsibility, and capabilities to lead: leadership is not positional ([Leadership Redefined](#)). The intention of **Promoting Effective Instruction** is to build the shared understandings and capacities necessary for a system of quality teaching, leading, and learning; the **Initiative** is *not* about evaluation.

⇒ Effective teaching is viewed through a framework that describes six Areas of Performance, reflecting Common Core and Indiana Academic Standards and South Bend's investment in the eight-step PDCA cycle. The SBCS Framework is adapted from that of the New Teacher Center (NTC) at the University of California, Santa Cruz. Like the more common framework by Charlotte Danielson and her colleagues, the NTC framework is based on the work of the National Board for Professional Teaching Standards (NBPTS).

Areas of Performance

1. Understanding & Organizing Subject Matter for Student Learning
2. Planning Instruction & Designing Learning Experiences for All Students
3. Creating & Maintaining an Effective Environment for Student Learning
4. Engaging & Supporting All Students in Learning
5. Assessing Student Learning
6. Developing as a Professional Educator

⇒ Collegial conversation and coaching relies on dialogue, an intentional and nonjudgmental way of talking that is guided by the purpose of deepening understanding. Participants began their shared experience of dialogue with a scaffolding protocol known as *First Turn / Last Turn* ([On Dialogue](#)).

⇒ The [Norms of Collaboration](#) support quality dialogue and discussion. The Initiative is designed to support participants in learning the *Norms*, as well as practicing them with increasing consistency to support the planning, reflection, and learning of all participants.

⇒ The next session will focus primarily on learning about the content of the *Framework for Effective Teaching* and the ideas and practices of the two *Norms* that support listening for understanding, Pausing and Paraphrasing.
