

CIFTS: COLLABORATION AND INSTRUCTIONAL FEEDBACK TEAMS

Presented by Connie Hamilton
@conniehamilton





What caused you to choose this session?

CIFTS: COLLABORATION AND INSTRUCTIONAL FEEDBACK TEAMS

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Session Purpose for
All In Professional Learning

- Explore a structure to support professional learning through peer observation and feedback.
- Identify key factors that support successful Collaboration and Instructional Feedback Teams (CIFTs)
- Make connections to how CIFTs might improve collective teacher efficacy in your district.

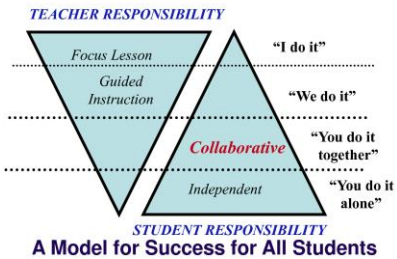
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GRADUAL RELEASE OF RESPONSIBILITY



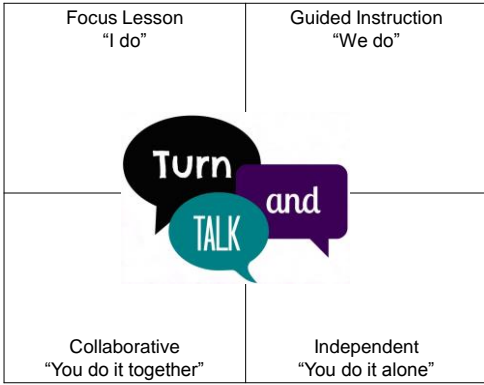
A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Focus Lesson "I do"	Guided Instruction "We do"
Collaborative "You do it together"	Independent "You do it alone"

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Ask/Answer Questions from Peers	Build Learning in Teams	Clarify Understanding with Others
Differentiated Groupings	Direct Instruction	Establishing Lesson Purpose
Independent Implementation	Individual Accountability	Learner Fluency
Modeling	Personal Practice	Scaffolding
Solve Problems Together	Think Aloud	Timely and Specific Feedback

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SORT

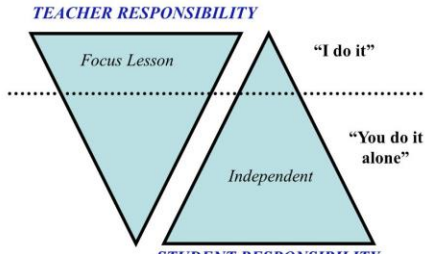
A Structure for Instruction that Works
©) Fisher & Frey, 2008



Ask/Answer Questions from Peers	Build Learning in Teams	Clarify Understanding with Others
Differentiated Groupings	Direct Instruction	Establishing Lesson Purpose
Independent Implementation	Individual Accountability	Learner Fluency
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Solve Problems Together	Think Aloud	Timely and Specific Feedback

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The sudden release of responsibility



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

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CIFTS

COLLABORATIVE INSTRUCTIONAL
FEEDBACK TEAMS



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The purpose of CIFTs is for teachers to use classroom observations to improve instructional practice in themselves and others.

Each CIFT session is structured for the host to be the focus of the feedback while team members gain and deepen their own application of instructional strategies.

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CIFTs



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Cohort Members

- Volunteer/Assigned
- Host a lesson
- Commit to attending all sessions
- Exposed to program or initiative
- Familiar with norms of collaboration

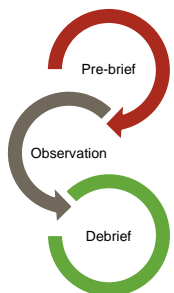
Facilitator

- Not involved with teacher evaluation
- Skilled in facilitating adult groups
- Knowledgeable on goals
- Internal/External
- Models timely and specific feedback

_____ is important because _____

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PRE-BRIEF



- Expose lesson purpose
- Host identifies goals for growth
- Data collection is assigned
- Alignment with fidelity implementation

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Collaboration and Instructional Feedback Teams

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Observation Preparation

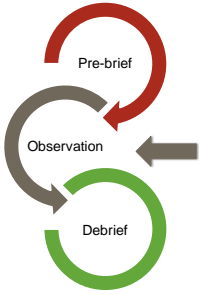
Host teacher's goals: _____ As an observing teacher, I am collecting data on: _____

- Keep notes free of judgement and assumptions.
- Script teacher and students
- Be as detailed as possible
- Remain factual
- Focus on the host teacher's goals
- Include observations of student talk without the host teacher present

Observation Notes

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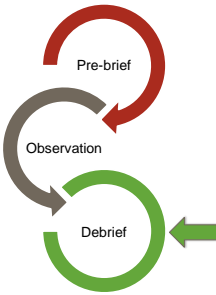
OBSERVATION



- Each observer collects data
- Everyone takes notes
- Non-judgmental
- Norms for observing
- Full lesson

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DEBRIEF



- Individually organize notes
- Hosts begins with reflection
- Data is shared and discussed
- Evidence is cited
- Everyone reflects

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POST OBSERVATION SUMMARY

Summary of the data | collected

GLOWS

Feedback for Growth



Collaboration and Instructional Feedback Teams
<p align="center">Post Observation Summary - Observer</p> <p>Summary of the data I collected:</p> <p>During whole group discussion, 10/25 students engaged in dialogue. Teacher accepted whatever 10/20 times a question was posed and randomly selected students twice. Of the 18 individual object handles, 10 students were selected. Four students added to class conversation naturally.</p> <p>Of the 20 questions posed, three of them were based on student response. Majority of the questions were recall.</p> <p>Glow:</p> <ul style="list-style-type: none"> • When students didn't seem to understand, you prompted a pair-ther to help them make meaning. This increased the number of students who volunteered to respond after the peer talk. • Students were familiar with the classroom routine and completed the bell ringer without prompting. • Students were using academic language from the anchor chart. 2 students specifically referenced the anchor chart when framing their comments. <p>Feedback for Growth:</p> <ul style="list-style-type: none"> • Wait time between questions was often 0 seconds, calling on the first hand up in the air. Consider giving students think time (8 seconds to our talking goal) to allow more time for students to plan a response. (Or rethink, rethink, elevator speech, or just quiet time) • There seemed to be a pattern to when you prompted students to tell how they got an answer. Try asking students to justify their thinking equally when their answer is right and wrong to be sure their logic and process is accurate, not just their answer.

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POST OBSERVATION SUMMARY - Observer

Personal Reflection

How has this CIFT observation supported your professional growth?

What instructional practices or strategies will you either implement or explore as a result of this CIFT observation?



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HOST TEACHER REFLECTION

BEFORE DEBRIEF

What are some instructional decisions I made but didn't necessarily plan?

What are some things that went well? (Include evidence and focus on your goals)

Using the benefit of hindsight, what (if anything) might I do differently if you could?

AFTER DEBRIEF

How has hosting this CIFT observation supported your professional growth?

What instructional practices or strategies will you either implement or explore as a result of hosting this CIFT observation?

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Collaboration and Instructional Feedback Teams
Post Observation Summary - Observer

Summary of the CIFT Reflection

During whole group discussions, 100% of students engaged in dialogue. Teachers assessed students' skills based on questions and responses. Students were able to explain their thinking and provide evidence. The CIFT team observed that the students were able to explain their thinking and provide evidence. The CIFT team observed that the students were able to explain their thinking and provide evidence.

Observations

- When students did not understand, the teacher provided support and help. This helped the teacher to understand the students' needs and adjust instruction accordingly.
- Students were able to explain their thinking and provide evidence. This was a positive outcome of the observation.
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Feedback for Growth

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Collaboration and Instructional Feedback Teams
Post Observation Summary - Host

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What do you notice in the reflection you read? Presented by Connie Hamilton Ed.S.

Sample Daily Schedule

- 1st hour: Prebrief
- 2nd hour: Observation
- 3rd hour: Debrief
- Lunch
- 4th hour: Prebrief
- 5th hour: Observation
- 6th hour: Debrief



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Sample Annual Schedule

CIFT 1: Teachers A-E
 CIFT 2: Teachers F-J

- October:** Teacher **A** hosts morning/Teacher **F** hosts afternoon
- November:** Teacher **B** hosts morning/Teacher **G** hosts afternoon
- January:** Teacher **C** hosts morning/Teacher **H** hosts afternoon
- February:** Teacher **D** hosts morning/Teacher **I** hosts afternoon
- March:** Teacher **E** hosts morning/Teacher **J** hosts afternoon
- May:** Instructional Rounds

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**THANK
YOU!**

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