



ACTIVITY

THE NEPF HIGH-LEVERAGE INSTRUCTIONAL STANDARDS RUBRIC + DEVELOPING COMMON LANGUAGE TO DESCRIBE TEACHER PRACTICE

Orientation

In this activity administrators use the NEPF High-leverage Instructional Standards rubric to understand how their teachers' instructional practices compare to the skills and knowledge described in the rubric. This activity takes 45-60 minutes.

Essential Question

What are the skills and habits of the teachers in my school?

Learning Activity

Begin the activity by asking participants to bring their experiences and background knowledge to the effective teacher conversation. Do not have participants refer to the High-Leverage Instructional Standards rubric. Have them generate responses based on their professional experience.

- *Brainstorm. Use the graphic organizer to guide your thinking about the skills and habits of an effective teacher. List your ideas. Take 2 minutes to write down your vision of an effective teacher.*
- *As you write, ask yourself, "What are the skills and knowledge of an effective teacher in the five different areas?"*

- 1: Connecting Learning
- 2: High-Cognitive Demand
- 3: Meaning-Making Through Discourse
- 4: Metacognition
5. Assessment in Instruction



• *Share your writing with a partner. What similarities did you have with your partner? If there were differences, what were they? As you discuss with your partner, refine the skills and knowledge listed.*

Next, organize participants into five groups of four to five participants in each group. Each group will take their brainstormed skills and knowledge and do a carousel through each NEPF High-Leverage Instructional Standards and indicators. Put blank chart paper up in five areas throughout the meeting room. Create a T-chart that looks like this:

Similarities in this standard to my personal experiences/knowledge. – “How do my teachers do this?”

Questions/wonders that I have about this standard. – “How could my teachers do this?”.

The facilitator will show the group a large poster of the Standard and indicators; for example, at Station 1 the facilitator would have a poster of one of the NEPF High-Leverage Instructional Standards, Connecting Learning. Alongside the Standard rubric would be the chart paper.

Each of the stations should have one NEPF High-Leverage Instructional Standard set up in the manner described above; there will be five stations that make the Standards Carousel. The key idea is twofold.

First it is important to get administrators exploring their beliefs about teacher practice. Second, participants become familiar with the proficient indicator language in each high-leverage instructional standard and can calibrate the practice described with the skills and knowledge of the teachers in their school.

Have each small group begin at one of the five stations. They will take 5 minutes at each station. Groups should do the following:

- Go to one Standard
- Read the indicators in the Standard
- ***Discuss: “Where do you see links between the skills and knowledge of an effective teacher and the standard that you just read? Note on the chart paper:***

Similarities in this standard to my personal experiences/knowledge. – “How do my teachers do this?”



Questions/wonders that I have about this standard – “How could my teachers do this?”.

- At the signal, move to the next standard. Take your marker with you.
- As you move from standard to standard, follow the same protocol. Make sure that you build on the similarities and questions for each standard from what others have written before you.

Alternative Learning Activity for larger groups.

Option 1: Directions: Break up the large group into smaller groups of 20-25 participants. Create a set of charts of the five Standards for each of the smaller groups. Continue with the process as described above.

Option 2: Directions: Take out the Nevada NEPF Leadership Standards rubric. Look at the indicators within each standard area and compare them to the items you listed. Circle any that occur in both places (even if they were not organized in the same place). Share with a partner and continue with the process as described above.

Debrief

- *In which indicators did you find most similarities? Why do you think that is?*
- *In which indicators did you find the most differences? Why?*
- *How do the differences challenge your thinking about the effective teaching that enables student learning?*
- *How do you get teachers in your building to begin to think about what they are currently doing and what they could be doing?*

Final Thoughts

- Many of the attributes we already use to define effective instruction are found in the NEPF High-Leverage Instructional Standards rubric.
- We often use different language to describe effective teaching; the NEPF High-Leverage Instructional Standards rubric provides common language and focuses primarily on evidence of learning and performance.
- The NEPF High-Leverage Instructional Standards rubric leverages the teacher practices that are most closely tied to positive student outcomes.