

# Continuous Collaborative Improvement

Steve Barkley  
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# Continuous Collaborative Improvement

There is no mountaintop in teaching and learning. As we climb, we continue to spot another level, another question, another connection to explore. Schools can use peer coaching cultures and professional learning communities to maximize teacher learning that fuels and supports student learning. Examine what steps you might take individually or collaboratively to extend continuous collaborative improvements.

# Continuous Collaborative Improvement

**There Is No Mountaintop  
In Teaching**



**Teaching in a  
Learning Community**

**Teaching is a  
Team Sport**



**Teaching is a  
Public Act**



PLS 3rd Learning  
Educators elevated.

 @SteveBarkley

# There Is No Mountaintop In Teaching



# Teaching in a Learning Community

**Teaching is a Team Sport**



**Teaching is a Public Act**



**Vulnerability**

**Trust**

**Individual**

**Franchise**

**Team**

My  
Work  
  
My  
Time

Helping  
each  
other

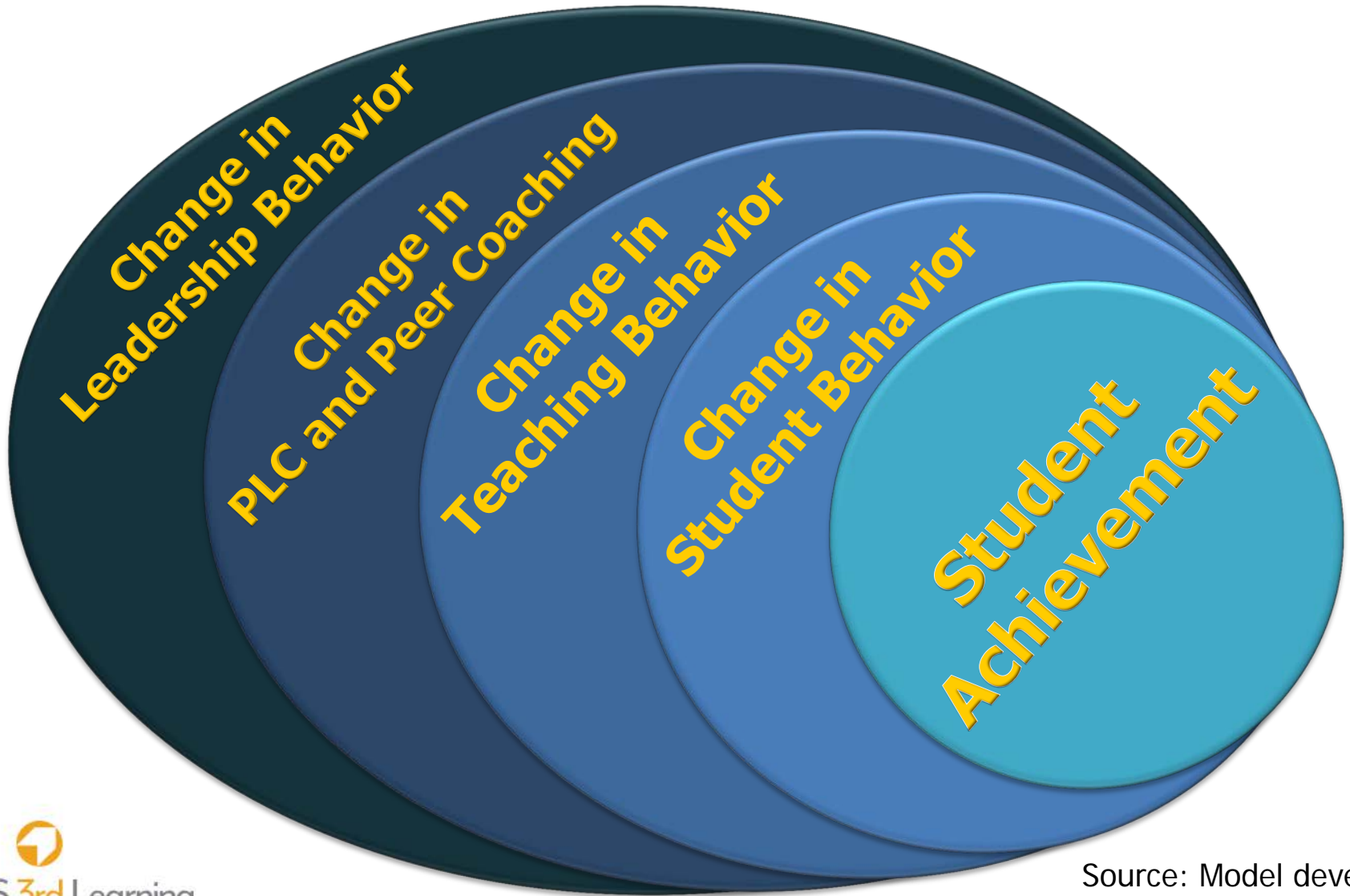
Design  
together  
  
Implement  
individually

Modify  
Individual  
Behavior  
  
Consensus on  
implementation

Shared  
responsibility  
for student  
achievement

**ACTION**

# School Change





# Student Achievement

What is your definition of student achievement?





# STUDENT ACHIEVEMENT GOALS

- **ACADEMICS** - knowledge and skills to be successful in school and life.
- **LIFE SKILLS** - aptitude, attitude and skills to lead responsible, fulfilling and respectful lives.
- **RESPONSIBILITY TO THE COMMUNITY** - attributes that contribute to an effective and productive community and the common good of all.

# Student Behaviors

What student behaviors need to be initiated or increased to gain the desired student achievement?



# Student Achievement

When you identify your student achievement goals for improvement, what are some of the student behaviors you identify as being necessary for generating the desired learning?

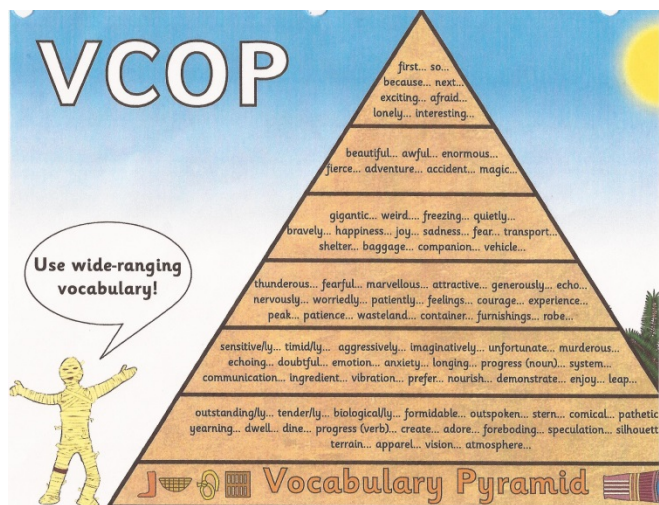
- Outcome Behavior Indicators
- Production Behaviors



# Student Behaviors

Outcome:

- Increased Vocabulary



Production:

- Hear new vocabulary in teacher reading and speaking
- Conversation with others using new vocabulary
- Reading material with new vocabulary
- Writing for purpose that requires new vocabulary

# Student Behaviors

Outcome:

Number Sense through 100.



Production:

- Counting objects and people with purpose
- Bundling and counting by 10s and 5s
- Conversation with others explaining multiple ways to demonstrate numeral representation
- Drawing pictures to illustrate 10s and ones
- Writing math problems that illustrate combining numbers

# Teacher Changes

What changes in individual teacher practices are most likely to generate the changes we seek in students?



# Teacher Behaviors



- Teach the desired student behavior.
- Model the desired student behavior.



# Staff Relationships

Are there changes that need to occur in the way that staff members work with each other (staff relationships) in order for the desired individual staff member changes to occur? If so, describe.



# Teacher Relationships

- Parallel Play
- Adversarial Relationships
- Congenial Relationships
- Collegial Relationships

Roland S. Barth

Relationships Within the Schoolhouse

ASCD 2006

**Vulnerability**

**Trust**

**Individual**

**Franchise**

**Team**

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**ACTION**

# Instructional Coaching

**EVALUATION**  
Outside Criteria

**MENTORING**

**SUPERVISION**

**PEER COACHING**  
Teacher's Choice

# Coaching Beliefs

1. Everyone working in the school should be observed once a week and receive feedback.
2. The most skilled and professional educators should be coached the most.



**Celebrate**

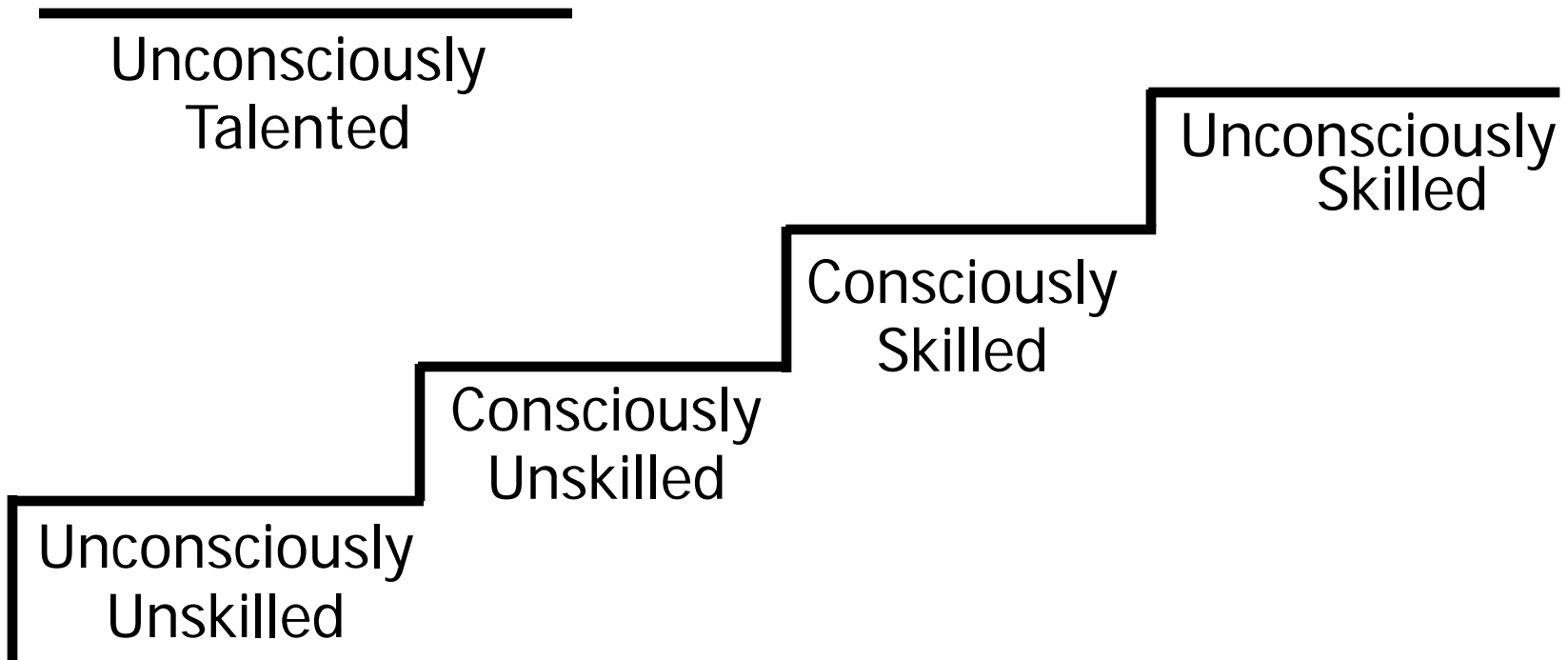
**Gain Options**

**Practice Consciously**



# Gordon's Skill Development Ladder

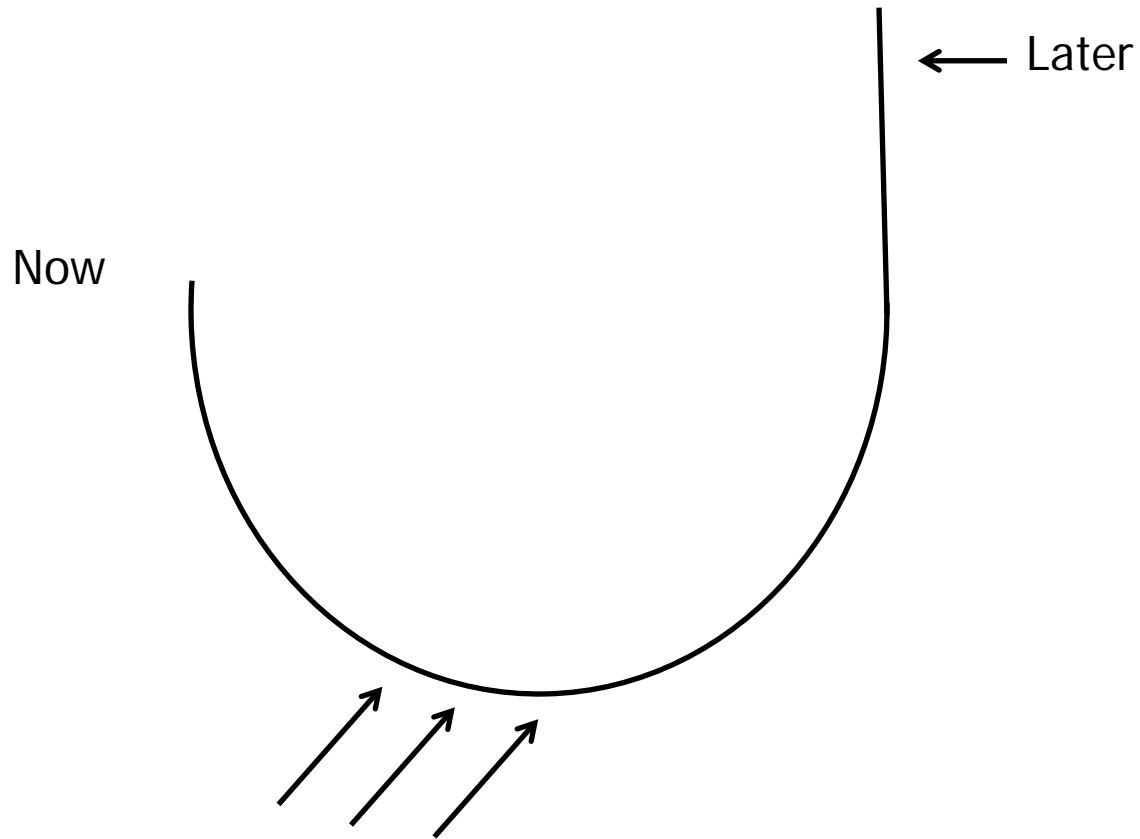
## The Art of Teaching



Gordon's (1974) Skill Development Ladder



# Learning Dip



→ **Pre-observation Conference** ←

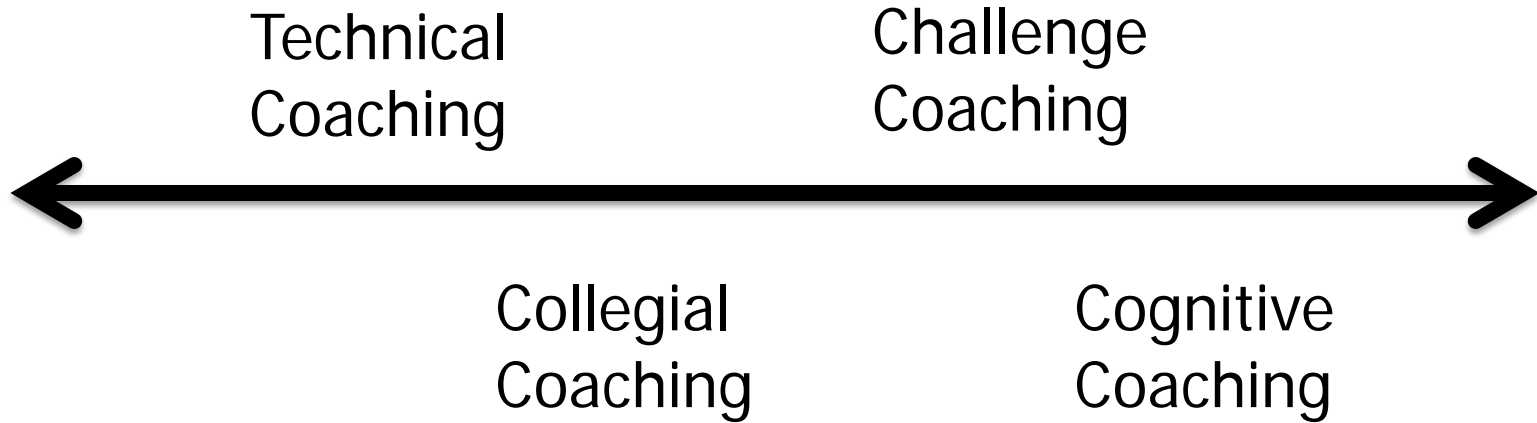
**Observation**

**Post-observation Conference**





# Coaching Options





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*Educators elevated.*