

New ReVision Learning Product Collegial Calibrations™ for Teachers

Description of Model:

ReVision Learning has designed a teacher-level professional learning model that will mirror the professional learning program design of Collegial Calibrations™ and provide collaborative opportunities for teachers to engage and reflect upon effective teaching strategies aligned to district teaching and learning rubrics. The program includes self-generated video of classroom practice and facilitated critical group analysis. A district that would invest in this process would be dedicated to bringing the power of professional collaboration to improve performance in targeted, high impact instructional practices.

Ultimately, the goal would be to allow this to develop into a Training of Trainers model for district and school Instructional Coaches and would be both responsive to and informed by ReVision Learning's Collegial Calibrations™ model and our Coaching through Feedback Training program.

Overview of Model:

What are Collegial Calibrations™ for Teachers?

Collegial Calibrations™ for Teachers is an on-going, job-embedded professional learning program that allows teachers to:

- Deepen their level of understanding and practice in effective teaching strategies aligned to teaching and learning rubrics.
- Ensure advancement of teacher performance through facilitated peer-to-peer interaction and critical expert feedback.
- Focus collaborative professional interactions on those instructional indicators known to have the highest impact on student growth and achievement.
- Support the alignment of teaching practice and student outcomes to ensure more targeted instructional decisions and powerful teaching and learning for students.
- Provide for application for National Board Certification for each participating teacher.

This facilitated learning cycle includes team-based learning with a focus on improving teaching practice related to the framework/rubric selected by the district as a part of its teacher evaluation plan. Participants will continue to develop proficiency in implementation of selected teaching strategies at the highest levels through authentic experiences and feedback from expert teacher facilitators. The goal of administration within any school environment would be to support the continued development of Instructional Coaches who can implement the ReVision Learning professional learning program internally. Additional training and support for facilitation of the model can be included.

Suggested Design (Customized to District Need)

Teachers will be assigned to a subgroup of up to ten (10) teachers. Each subgroup meets three (3) to six (6) times during the year.

Sample Subgroups:

1. Grade level teams
2. Groups based on professional learning needs as determined by evaluation process or through Collegial Calibrations™
3. Affinity groups

Sample Visit Agenda

<p>First Hour</p> <p>Pre-Brief</p>	<p>Teachers are led through an investigation of a targeted teaching strategy or set of strategies.</p> <p>Similar to the expectations of teachers, ReVision Learning facilitators will model key pre-learning strategies, therefore, the Pre-Brief may include:</p> <ul style="list-style-type: none"> • Review (and pre-review) of quality literature on the strategies. • Activating, organizing, and broadening teacher background knowledge and experience relevant to learning. • Previewing vocabulary, central concepts, and text organization. • Promoting teacher engagement/motivation through their development of questions and hypotheses.
<p>Hour Two - Three</p> <p>Authentic Application</p>	<p>Teachers are then provided the opportunity to practice the strategies in an authentic environment. Teachers use the Swivl Technology to film themselves engaging the strategies in their classrooms. Technology is provided by ReVision Learning. This allows the teacher to:</p> <ul style="list-style-type: none"> • Practice new skills; following model supported through pre-learning in Pre-Brief
<p>Hour - Four - Five</p> <p>Debrief</p>	<p>Teachers are provided an opportunity to work in small groups or as a whole group to review video of each others classroom and discuss where and how they see evidence of the strategy in use.</p> <p>Similar to the expectations of teachers, ReVision Learning facilitators will model key pre-learning strategies, therefore, the Debrief may include:</p> <ul style="list-style-type: none"> • Engaging in focused study (e.g., analysis and synthesis) of the “new” that results in progressively deeper understanding from an increasing number or variety of perspectives • Revising preliminary questions • Making tentative generalizations/assertions about learning and about the learning process
<p>Hour Six</p> <p>Authentic Assessment</p>	<p>Teachers are provided with an authentic assessment of their learning which may or may not include extension activities related to future topics.</p> <p>Provide an opportunity for:</p> <ul style="list-style-type: none"> • Formative assessment of teacher practice. • Feedback to be specific, measurable, and targeted to directly support teacher development.
<p>Feedback is provided to each participant to help support his or her individualized development needs.</p> <ul style="list-style-type: none"> • ReVision Learning staff will review the video of classroom practice and provides feedback to the teacher relating this directly to the implementation of performance indicators on the district rubric and advancement of teacher practice. • ReVision Learning will also provide feedback to the teacher about the authentic assessment provided to support the development of a portfolio of learning that can be used by the teacher. 	

Video Technology:

ReVision Learning is currently testing out various video filming technology to support the process. We are currently testing the Swivl robot which can be shown to district in a demo prior to implementation.