

Building Capacity in
Teacher Leaders Through
**CLASSROOM
CRAWLS**



May 3rd 2024
Lake ROE DitchED Con

Autumn Parrish, Owner
PairedLearning



Session **OUTCOMES**

01

**Define Teacher
Leadership**

02

**Describe what
readiness for a
classroom crawl
looks like**

03

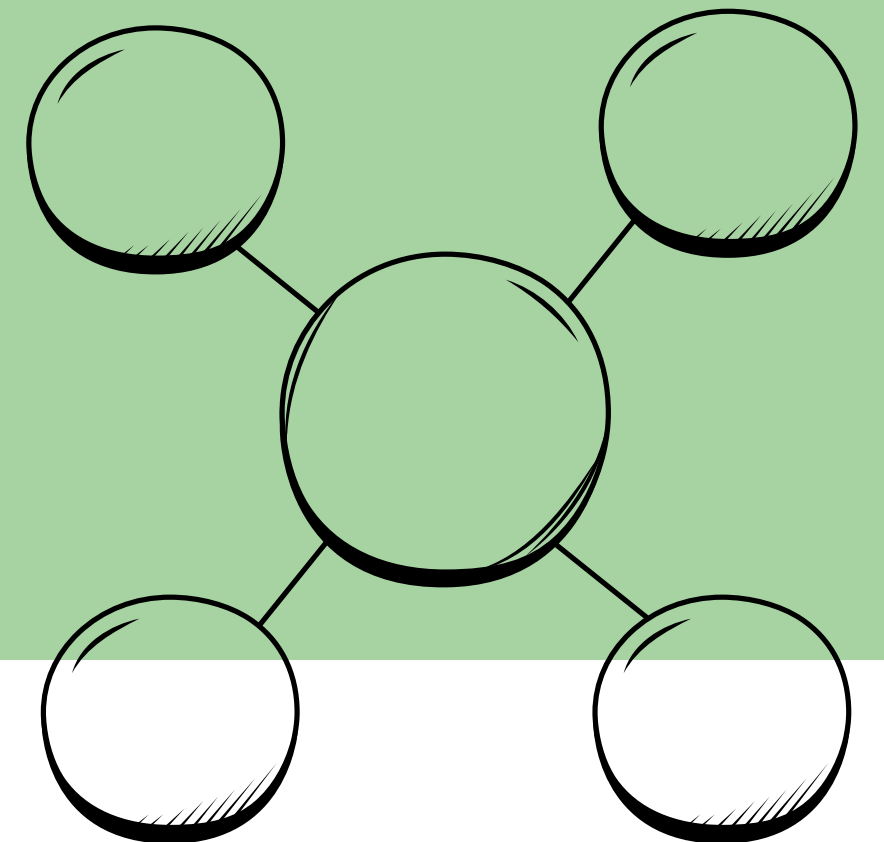
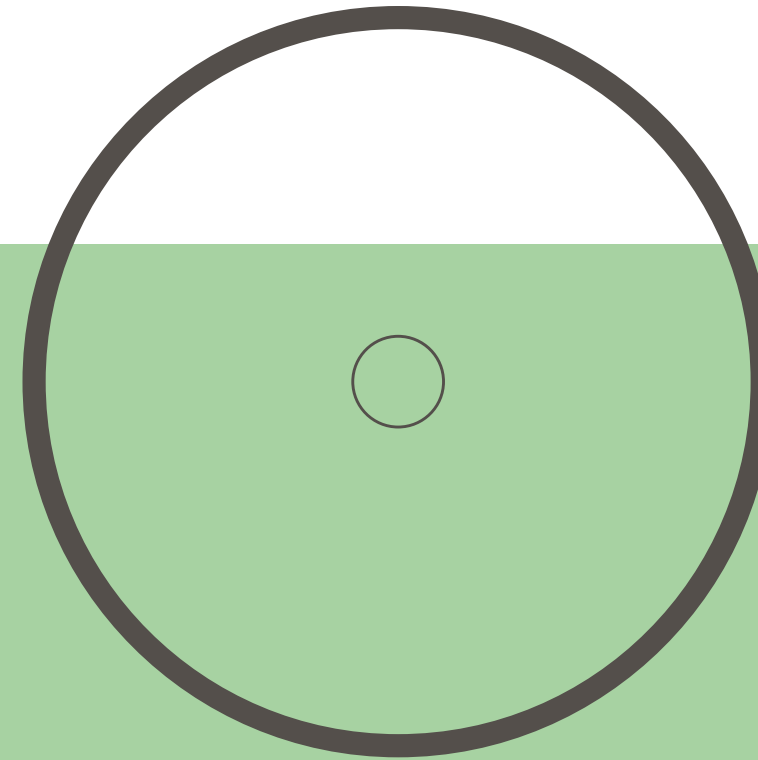
**Reflect on
opportunities for
the 24-25 school
year**



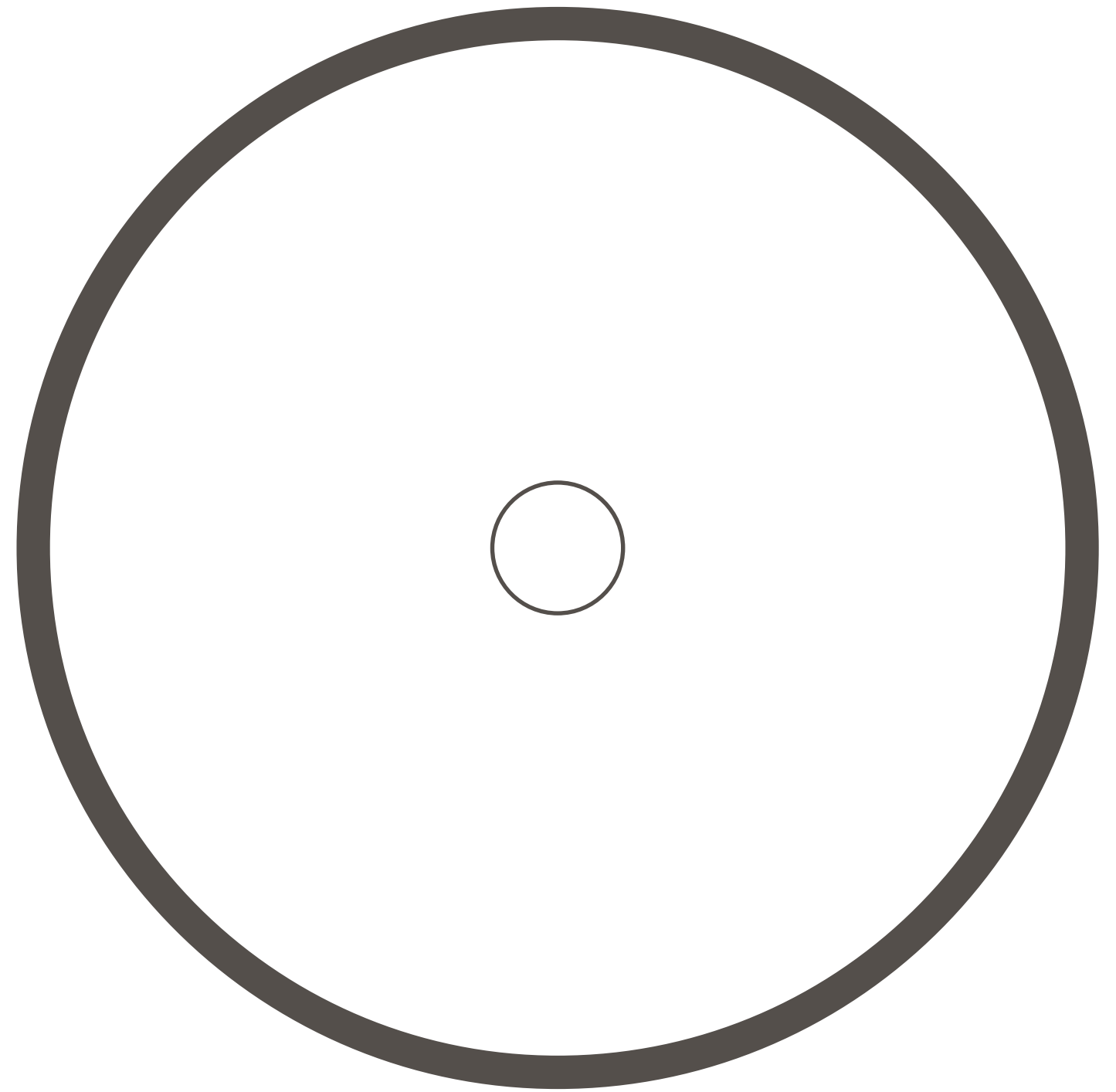
Tools

THINKING MAPS

- Circle Map: Brainstorm what teacher leadership means to you
- Bubble Map: Describe what readiness looks like for starting a Crawl



What is
**TEACHER
LEADERSHIP?**





TEACHER LEADERSHIP TOOLKIT 2.0

Strategies to Build, Support, and Sustain Teacher
Leadership Opportunities

Let's DEFINE "teacher leader?"

"...educators working in roles that **include both** direct instruction and administrative duties."

"not an end goal in and of itself...a **strategy** that can be used **to address key** teaching and learning **challenges**; promote sustainable, long-term school improvement; and strengthen the teacher profession overall."

"can **leverage** the knowledge, skills, and abilities **to promote meaningful and sustainable change**; likewise, teacher leadership can help address challenges related to recruitment and retention."

-- [Teacher Leadership Toolkit 2.0](#)



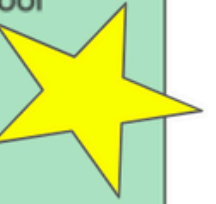
The Teacher Leader

AWAKENS

BSMS Teacher Leadership Series
January 2020

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c Communicating with Families
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f Showing Professionalism
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations



Professional Learning for Teacher Leaders

- Advanced content knowledge
e.g., advanced degree in subject area
- Advanced data analysis
e.g., formative assessment design, data triangulation
- Advanced support for students
e.g., evidence-based interventions
- Adult learning
e.g., engagement
- Critical conversations
e.g., constructive feedback
- Team building and facilitation
e.g., shared ownership, building trust
- Project management
e.g., backwards planning, communications



What CHALLENGES do we face at BSMS?



What could teacher leadership LOOK LIKE to face this challenge?



BSMS Teacher Leadership Menu 2019–2020

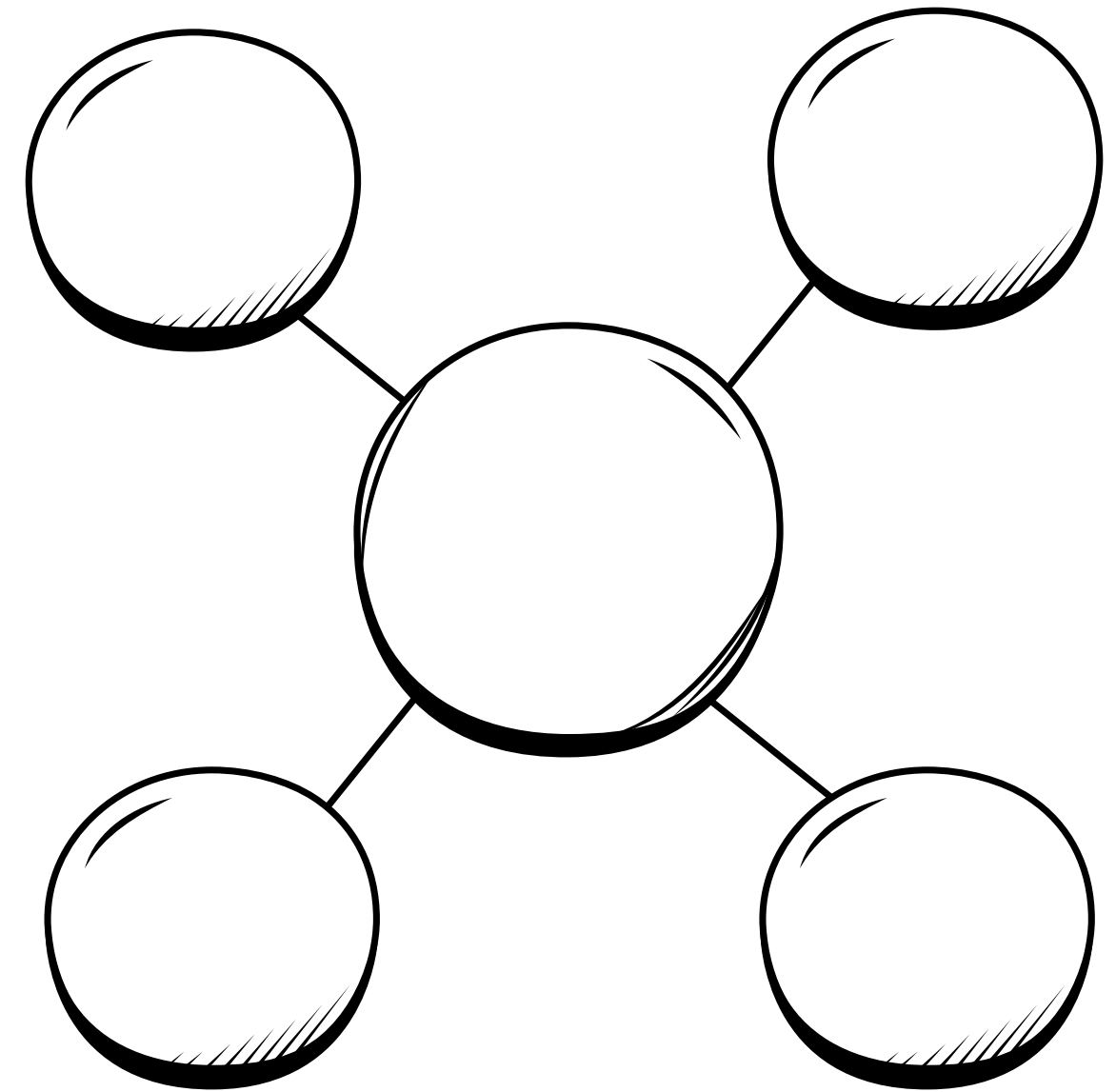


<i>Categories of School Challenges</i>	<i>Individual Actions</i> (Research and Demonstration of Learning)	<i>Group Actions</i> (Inquiry and Development of Solutions)
Learning New Ideas/Initiatives	<ul style="list-style-type: none">• Join Professional Organization• Peer Coaching• Teacher/Instructional Rounds• Action Research/Implementation in a “beta”• Take a Class• Attend a Conference• Critical/Fierce Conversations• Learning Lab	<ul style="list-style-type: none">• Lesson Study and Development• Study Group (Community of Practice)• Facilitate Data Analysis• Project Management• Cross-town Projects• Peer Coaching• Fierce Conversations• Learning Lab• Classroom Crawl
Implementing New Ideas/Initiatives		
Managing Time and Collaboration		
Systematic Limitations (systems not ready for us or our practice)		
Student Engagement and Rigor		
Staff Buy-In and Perspective During Change		

Adapted from Implementing the Framework for Teaching in Enhancing Professional Practice and Teacher Leadership Toolkit 2.0



Describe readiness
**FOR A
CLASSROOM
CRAWL**



BELVIDERE SOUTH MIDDLE SCHOOL

CLASSROOM CRAWL

march 10th | march 11th | march 12th

Visit classrooms throughout the day, see the schedule in the lounge.

CRAWL YOUR WAY THROUGH CLASSROOMS, TALK TO STUDENTS ABOUT THEIR LEARNING AND COLLECT FUN FREEBIES ALONG THE WAY!

Focus: What can feedback and the use of formative assessment look like at SMS?

INTERESTED IN HOSTING YOUR CLASSROOM? SIGN UP WITH MRS. ELA

Belvidere South Classroom Crawl
March 10th, 11th, & 12th

Norms for visiting other classrooms: Be a learner! Give a positive! Focus on feedback and use of formative assessment! Have fun!

Teacher on the Crawl: _____

Questions to ask 2-3 Students: Listen for the “big picture” or end goal of learning.

Student 1	Student 2	Student 3
What are you working on ?	What are you working on ?	What are you working on ?
How have you gotten feedback? <input type="checkbox"/> Self-assess <input type="checkbox"/> From another student <input type="checkbox"/> From teacher	How have you gotten feedback? <input type="checkbox"/> Self-assess <input type="checkbox"/> From another student <input type="checkbox"/> From teacher	How have you gotten feedback? <input type="checkbox"/> Self-assess <input type="checkbox"/> From another student <input type="checkbox"/> From teacher

Reflection Questions for YOU:

- ❖ What did you like?
- ❖ What will you try?

--TURN IN TO AUTUMN BY MARCH 13th--



SMS Classroom Crawl

Learning Walk with a Focus on School-Wide Goals

Link to Learning Walk Knowledge Base:

- [Using Teacher Learning Walks to Improve Instruction](#)
- [Marzano Team Instructional Rounds](#)
- [Marzano Observation Protocol \(See Pg. 9\)](#)
- [Summit Customization and Rigor Look-Fors](#)

Week of: March 10th, 11th, 12th

Theme of the Crawl: Pot of Gold

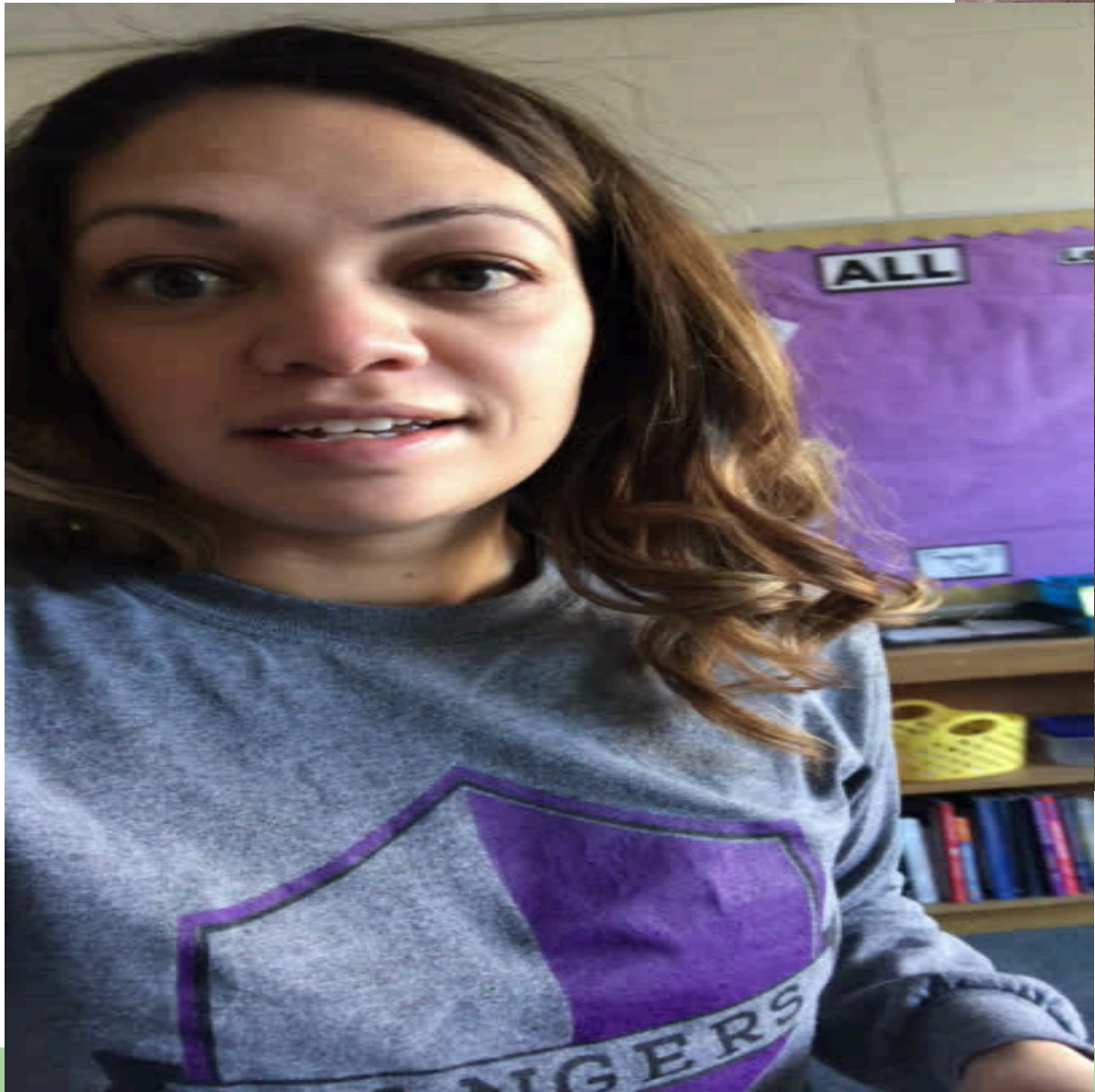
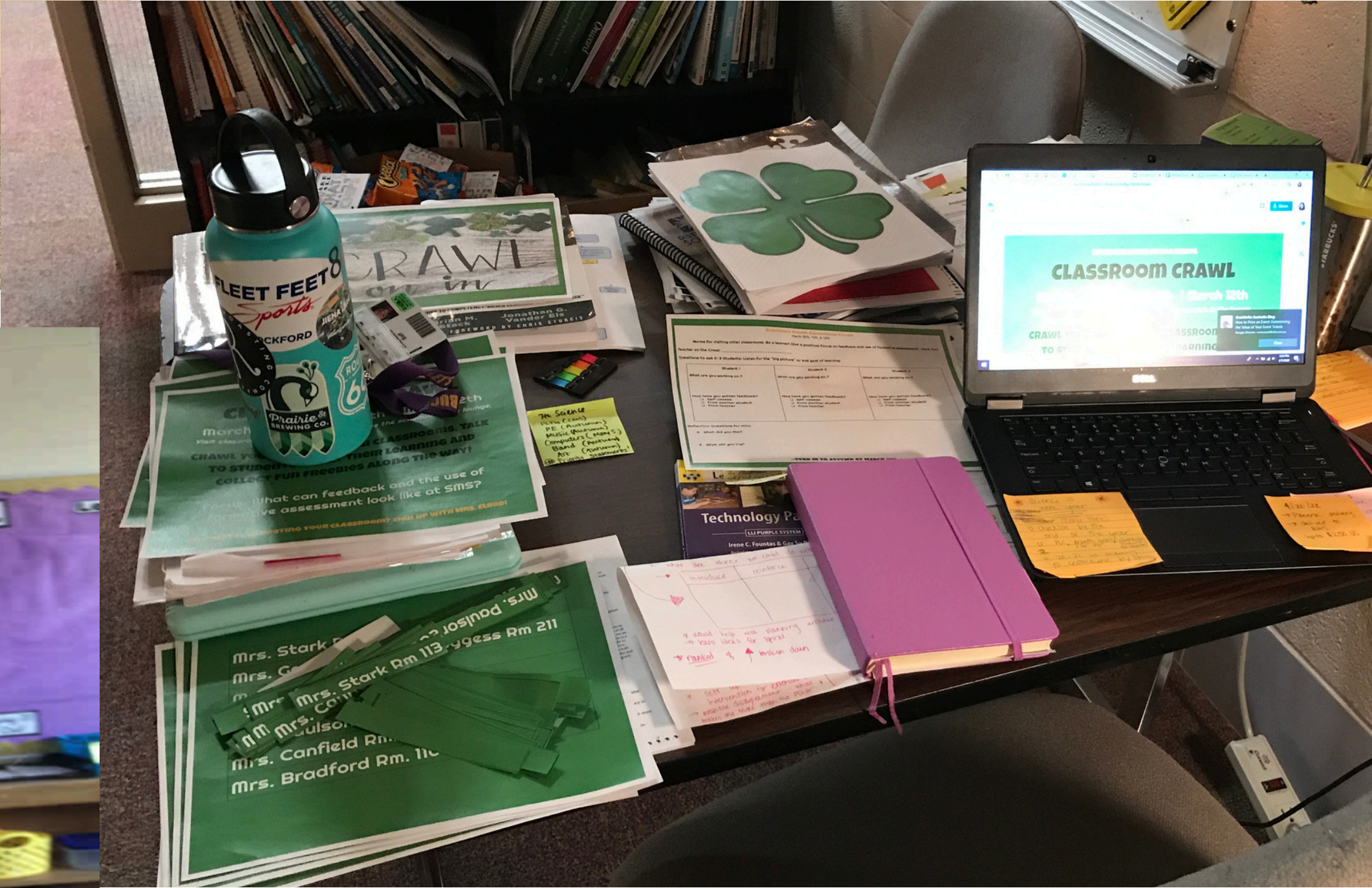
- Host teachers pass out “gold” themed trinkets/snacks
 - Beads (ordered)
 - Candy item
 - Little Pots (ordered)
 - Jeans Pass (created)
 - Colorful Pens (ordered)
- Participants get a themed crawl google form to submit after talking to 2-3 students and observing for 15 minutes; collect a gold item from host

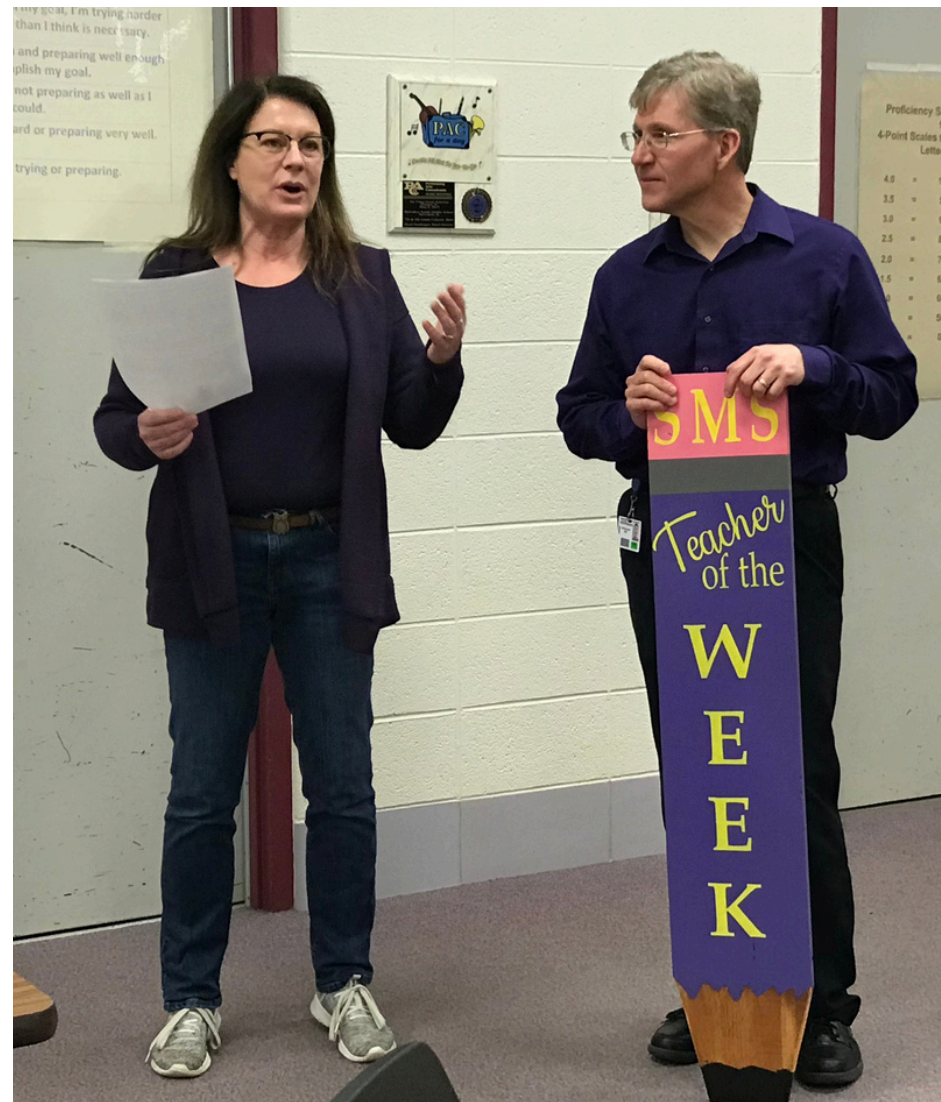
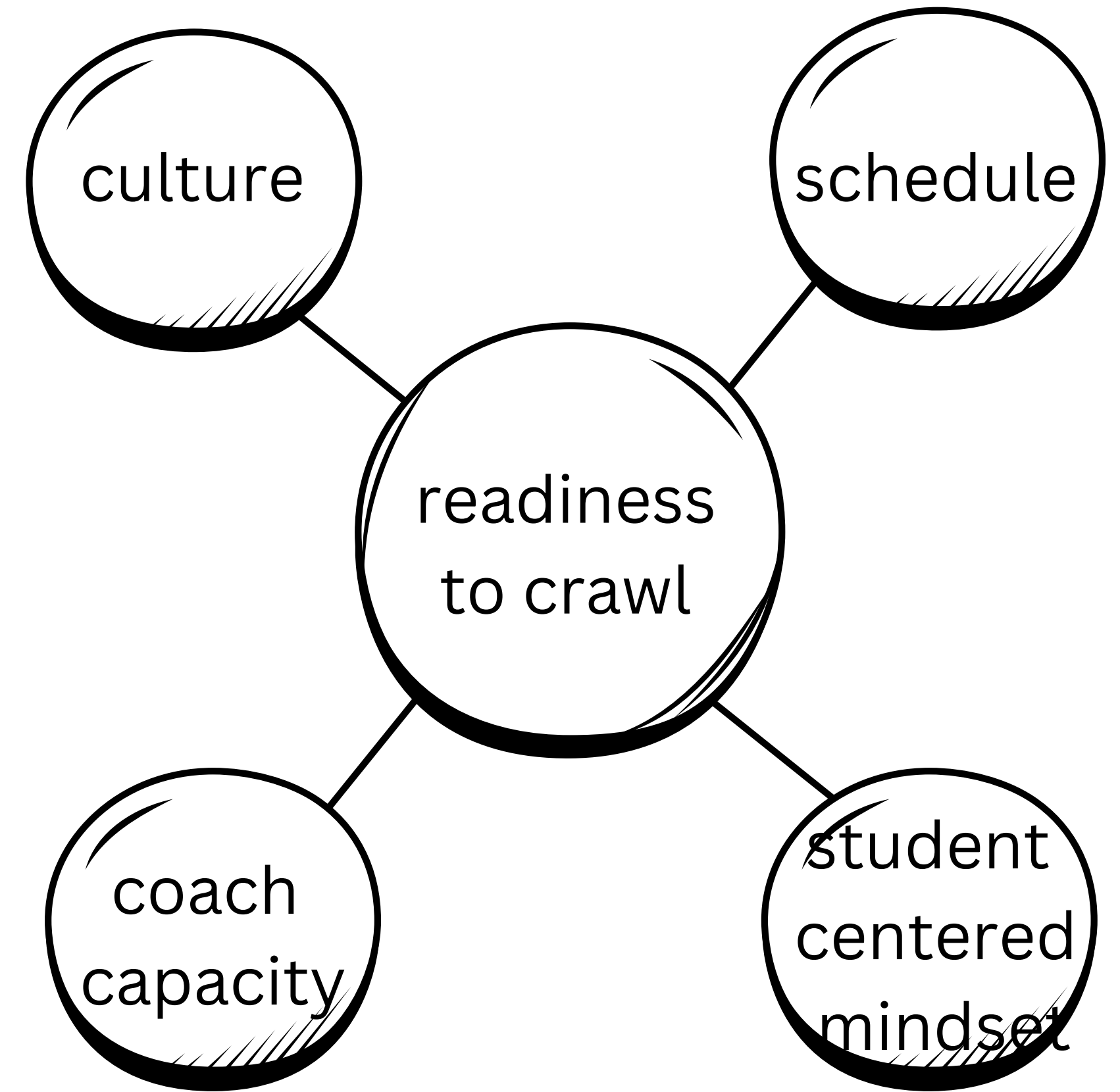
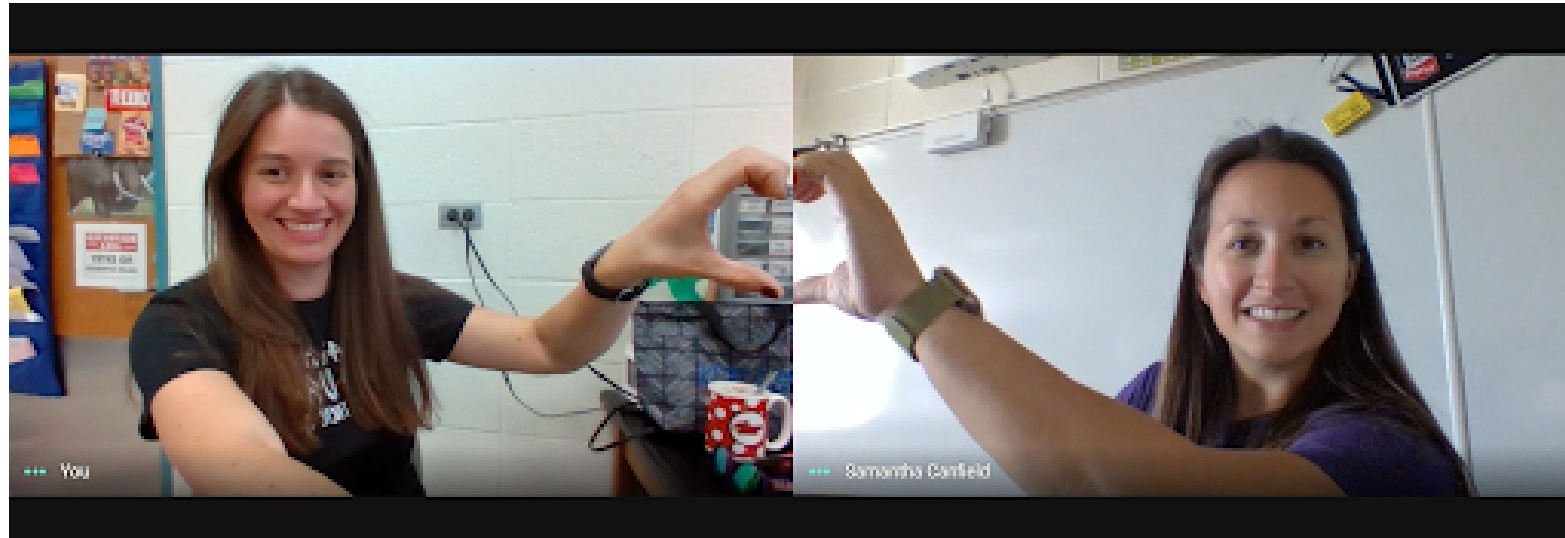
Instructional Practice Focus: Feedback to students and use of formative assessment to drive instructional supports/accommodations to students

Teachers:

- Paulson (
- Perry (Jeans Pass)
- Gadomski/Boggess (Pot of Gold)
- Balk (Fun pens)









October 15th through October 20th

6th Grade		7th Grade		8th Grade	
Q1/Q3	Time	Q1/Q3	Time	Q1/Q3	Time
1st Hour Advisory	Block 1 8:45-10:00	1st Hour Advisory	Block 1 8:45-10:00	1st Hour Advisory	Block 1 8:45-10:00
3rd Hour (Encore/ PE)	Block 2 10:10-11:25	3rd Hour	Block 2 10:10-11:25	3rd Hour	Block 2 10:10-11:2
6th Hour	Block 3 12:10-1:25	5th Hour (PH) 6th Hour (MR)	Block 3 12:10-1:25	5th Hour (Encore/PE)	Block 3 12:10-1:25
8th Hour	Block 4 1:35-2:50	9th Hour (Encore/PE)	Block 4 1:35-2:50	8th Hour	Block 4 1:35-2:50

Our virtual classrooms aren't SCARY at all, for yourself! Crawl through 1, 2 or 3 other c for TREATs, not TRICKs, a raffle ticket for ec

Focus: How are teachers collecting the right ev learning in order to support all learners at

Belvidere South Fall Crawl October 15th - October 20th

🍁 Norms for visiting other classrooms: Camera off and Mic off. Be a learner! Give a positive! Have fun! 🧛

Teacher 1 _____

Date:_____Time:_____
Meet Code:_____

What part of the [Instructional Framework](#) was the teacher working on with students?

- ☐ Setting the Purpose of the Learning
- ☐ Demonstrating
- ☐ Collaborating
- ☐ Coaching & Facilitating
- ☐ Practicing

What were the students doing? How was this tied to the purpose?

What evidence was the teacher collecting?

Teacher 2 (Optional) _____

Date:_____Time:_____
Meet Code:_____

What part of the [Instructional Framework](#) was the teacher working on with students?

- ☐ Setting the Purpose of the Learning
- ☐ Demonstrating
- ☐ Collaborating
- ☐ Coaching & Facilitating
- ☐ Practicing

What were the students doing? How was this tied to the purpose?

What evidence was the teacher collecting?

Teacher 3 (Optional) _____

Date:_____Time:_____
Meet Code:_____

What part of the [Instructional Framework](#) was the teacher working on with students?

- ☐ Setting the Purpose of the Learning
- ☐ Demonstrating
- ☐ Collaborating
- ☐ Coaching & Facilitating
- ☐ Practicing

What were the students doing? How was this tied to the purpose?

What evidence was the teacher collecting?

--Keep these notes for your next PLC with Coaches at the end of October!--



Belvidere South Middle School



HOLLY JOLLY CRAWL 🎅

December 1st thru December 14th

6th Grade		7th Grade		8th Grade	
Q2/Q4	Time	Q2/Q4	Time	Q2/Q4	Time
2nd Hour (Encore/ PE)	Block 1 8:45-10:00	2nd Hour	Block 1 8:45-10:00	2nd Hour	
4th Hour	Block 2 10:10-11:25	4th Hour (PH) 5th Hour (MR)	Block 2 10:10-11:25	4th Hour (Encore/PE)	
Lunch	11:25-12.10	Lunch	11:25-12.10	Lunch	
7th hour	Block 3 12:10-1:25	7th Hour	Block 3 12:10-1:25	6th Hour	
9th Hour	Block 4 1:35-2:50	8th Hour (Encore/PE)	Block 4 1:35-2:50	9th Hour	

**It is a holly-jolly time of year, come see
Ho-ho-ho your way through 1, 2 or
classrooms, earning a raffle ticket/pass**

Focus: How are teachers differentiating support (ac
H.O.W.s, etc.) for groups and/or individual

Norms for visiting other classrooms: Camera off and Mic off. Be a learner! Give a positive! Have fun!

Pre-Conference Questions *Mandatory for Teachers

Date:_____Time:_____
Meet Code:_____

What part of the [Instructional Framework](#)
will you be integrating?

- ☐ Setting the Purpose of the Learning
- ☐ Demonstrating
- ☐ Collaborating
- ☐ Coaching & Facilitating
- ☐ Practicing

What is the target/skill you plan to
address?

Any specific strategies or resources you
will use?

Are any of these strategies or resources
aligned to the needs of special
populations? (ELL, exceptional learners,
remediation, H.O.W., etc.?)

Classroom Crawl *Leave Early Pass

Date:_____Time:_____
Meet Code:_____

Take notes on 1-2 things you notice about
differentiation during the lesson that you
would like to discuss with the teacher.

Debrief on Classroom Crawl *Leave Early Pass

Date:_____Time:_____
Meet Code:_____

Generate 1-2 questions, glows,
connections or suggestions to discuss
based on the class visit and
pre-conference.

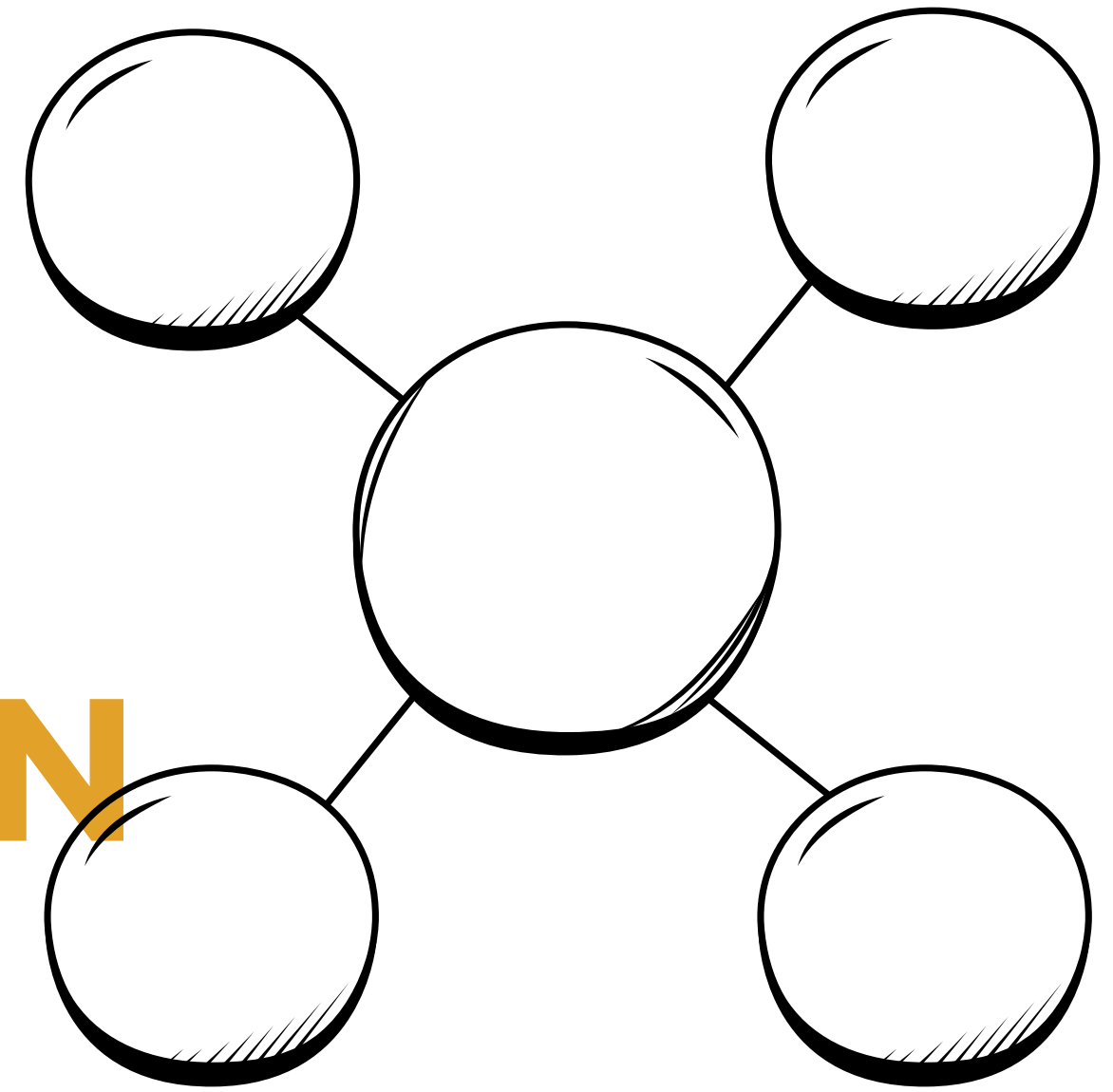
1.

2.



Your Turn

**WHAT DOES
“READINESS” MEAN
FOR YOUR
SCHOOL?**



"It is clear that closed classroom doors will not help us educate all students to high levels. It is also clear that what happens in the classrooms matters for student learning and that we can do more together than we can do individually to improve learning and teaching."

(City, Elmore, Fiorman, and Teitel, 2009, p.3)

*Bringing Teacher Learning to Life: Courageous Teaching
Using Peer Learning Labs to Elevate Efficacy*



Personal **REFLECTION**

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Scan to request resources!



autumn@pairedlearning.org
Pairedlearning.org

