

**Ron Russell Middle School  
David Douglas School District  
Portland, Oregon**

**Silent Survey**

**Who's on board?**

ELD  
Teachers

Content  
Teachers

District Admin

Principals  
Building Admin

District  
Coaches  
& TOSAs

Building  
Coaches &  
TOSAs

# Target



**What:** Learn about DD's Lab Classroom Model for professional learning.

**How:**

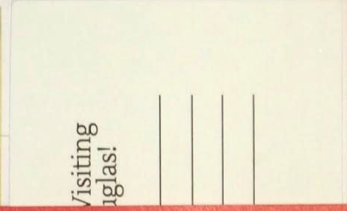
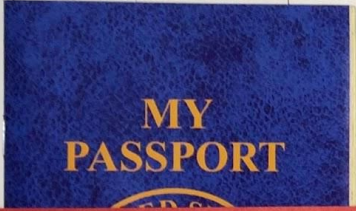
- Background Information
- Talk Based Engagement Strategies
- Simulated Lab Observation

**Why:** To consider a similar model in your setting OR to get new ideas to add to your model.



**Check-in:**  
**Packing List & Itinerary**  
**Airplane Safety**  
**Seatmates**  
**Destination Information**

Lab Lesson Observation Note Maker	Observed Teacher
<b>Backwards Planning</b> Student Ownership of Learning Targets Content & Language Goal The Gradual Release of Responsibility	
<b>Close Reading</b> Multiple Reads Chunking the text Annotation Peer Interaction with Text	
<b>Structured Student Talk</b> Whole Class Structured Student Talk Strategies Peer to Peer Structured Student Talk Strategies	
<b>Other</b>	



### Lab Classroom Overview

#### What is a Lab Classroom?

The lab classroom is an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a preobservation meeting and a debriefing session. Like surgical theaters where doctors observe actual operations by master practitioners to hone their techniques, the lab classroom provides an authentic opportunity for colleagues to see ideas in practice.

#### What is a Lab Lesson?

The lab lesson is carefully crafted to demonstrate specific strategies the lab host has refined over time. A lab lesson is often coplanned with the facilitator to choose features the guest teachers will benefit from observing. A lab lesson differs from a peer observation or walk through in that the lab lesson is designed as an exemplar, a model of what is possible, while an observation is an example of current practice. While the lab host will get some feedback to reflect upon, the lab lesson is designed mostly for the guest teachers' learning.

#### Components for Success

##### A Lab Host

Host teachers are not expected to be perfect in their practice, but they should be strong teachers willing to open their classrooms to colleagues and participate in deep discussions of their own practice. Hosting a lab can be stressful, and the host teachers report a natural level of anxiety at first. After the initial discomfort dissipates, host teachers report growing in self-confidence.

**MATERIALS FOR NOW**

Passport Note-maker  
 Kevin's Lesson Plan  
 Observation Note-maker  
 Postcard Home

**RESOURCES FOR LATER**

Lab Model Overview Document  
 Key Trainer Job Description  
 Blank Observation Note-maker  
 Blank Lesson Plan Template

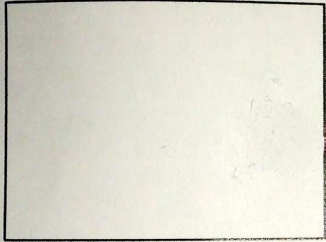
Download editable versions at  
<http://bit.ly/1SfEVHl>



## Travel Itinerary

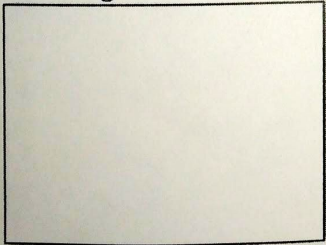
### 1) Check-in

Destination Information



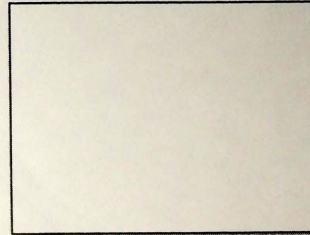
### 2) Take Off

Defining the Lab Model



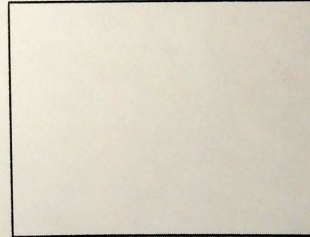
### 3) Touchdown

Simulated Lab



### 4) The Captain's Message

A Principal's Perspective

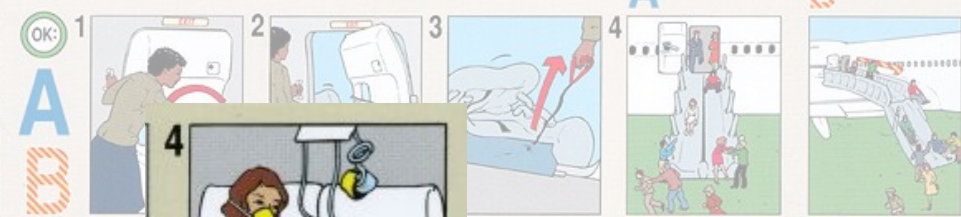


# Safety

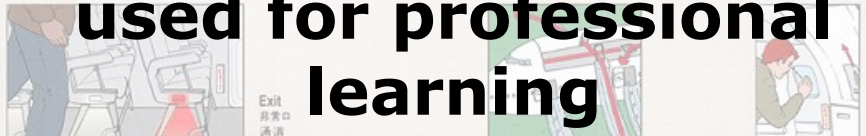
# Engage



Technology on silent & used for professional learning



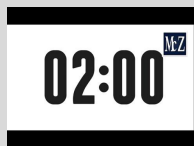
# Collaborate







2 min



# Meet Your Seatmate

## Instructional Leadership Emoji Simile



Find someone nearby to be your seatmate.

Introduce yourselves & use a simile sentence frame:

**Instructional leadership is like \_ because \_.**

**OR**

**Instructional leadership is not like \_ because \_.**



# DISTRICT PROFILE

Source: 2014/15 ODE  
DDSD Report Card

<b>ENROLLMENT AND DEMOGRAPHICS</b>	<b>Grades K - 3</b>	<b>Grades 4 - 5</b>	<b>Grades 6 - 8</b>	<b>Grades 9 - 12</b>
Total Enrollment	3,585	1,593	2,415	3,177
Regular Attenders	85.1%	89.0%	85.9%	72.3%
Economically Disadvantaged	83%	84%	78%	76%
Students with Disabilities	10%	14%	14%	12%
English Learners	38%	45%	45%	41%
Different Languages Spoken	45	37	40	43



# Meet the Flight Crew

David Douglas Secondary Key Trainers  
est. 2014

# David Douglas Key Trainers

## Secondary Content Instructional Teacher Leaders

(est. 2014)

### Application Process:

- ✓ **Application**
- ✓ **Recommendation**
- ✓ **Portfolio**
- ✓ **Lesson Observation**
- ✓ **Interview**

### Roles:

Plan and facilitate district and site based instructional professional learning.

Host colleagues to observe instructional strategies in their **lab classrooms**. Be filmed.

Create and share instructional materials and student samples.

Coach colleagues in instruction.

### Compensation:

Yearly stipend (\$800-\$1200 pretax)

Professional learning Opportunities

Paid summer work opportunities (hourly)

Instructional coaching with Lead Key Trainer

Release time for planning and collaborating

Materials and resources



**Kevin Topolski**  
English Language Arts  
Ron Russell Middle School



**Valoree Hill**  
FACS & Child Development  
David Douglas High School



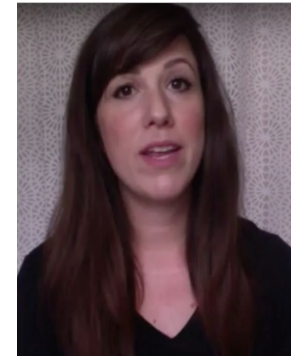
**Jessica Robins**  
Science  
Floyd Light Middle School



**Jeremiah Branch**  
High School Testing Coordinator  
David Douglas High School



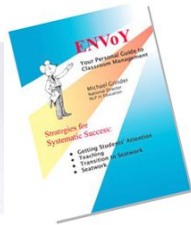
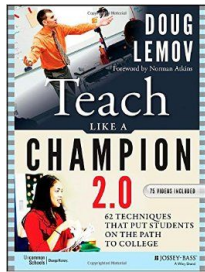
**Michelle Wood**  
English Language Arts (0.5)  
Secondary New Teacher Mentor (0.5)  
David Douglas High School



**Belle Koskela**  
ESL TOS, Lead Key Trainer  
David Douglas District Office<sub>12</sub>



# Our Instructional Priorities & Resources

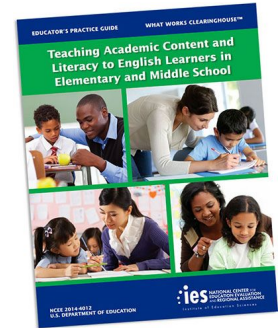


## Student Engagement

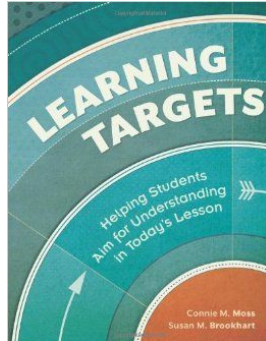
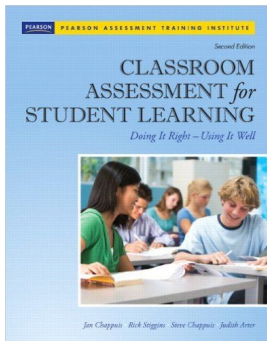


## Understanding Language

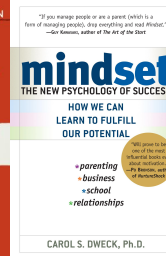
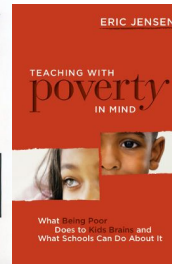
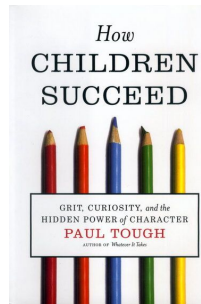
Language, Literacy, and Learning in the Content Areas



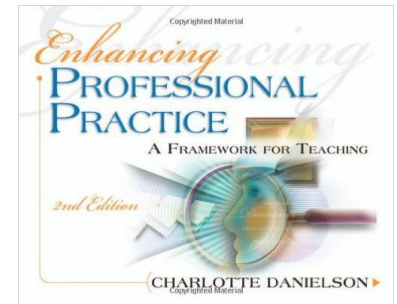
## Language Development



## Learning Targets & Formative Assessment



## Connections to Brain Research & Classroom Culture



## Teacher Evaluation & Growth



# Seatmate Talk Time

- 1) Do you have formal instructional leaders, including teachers, in your setting?**

If so, discuss their selection and/or roles.

If not, discuss the possibilities.

- 2) Does your site have clearly established instructional priorities?**

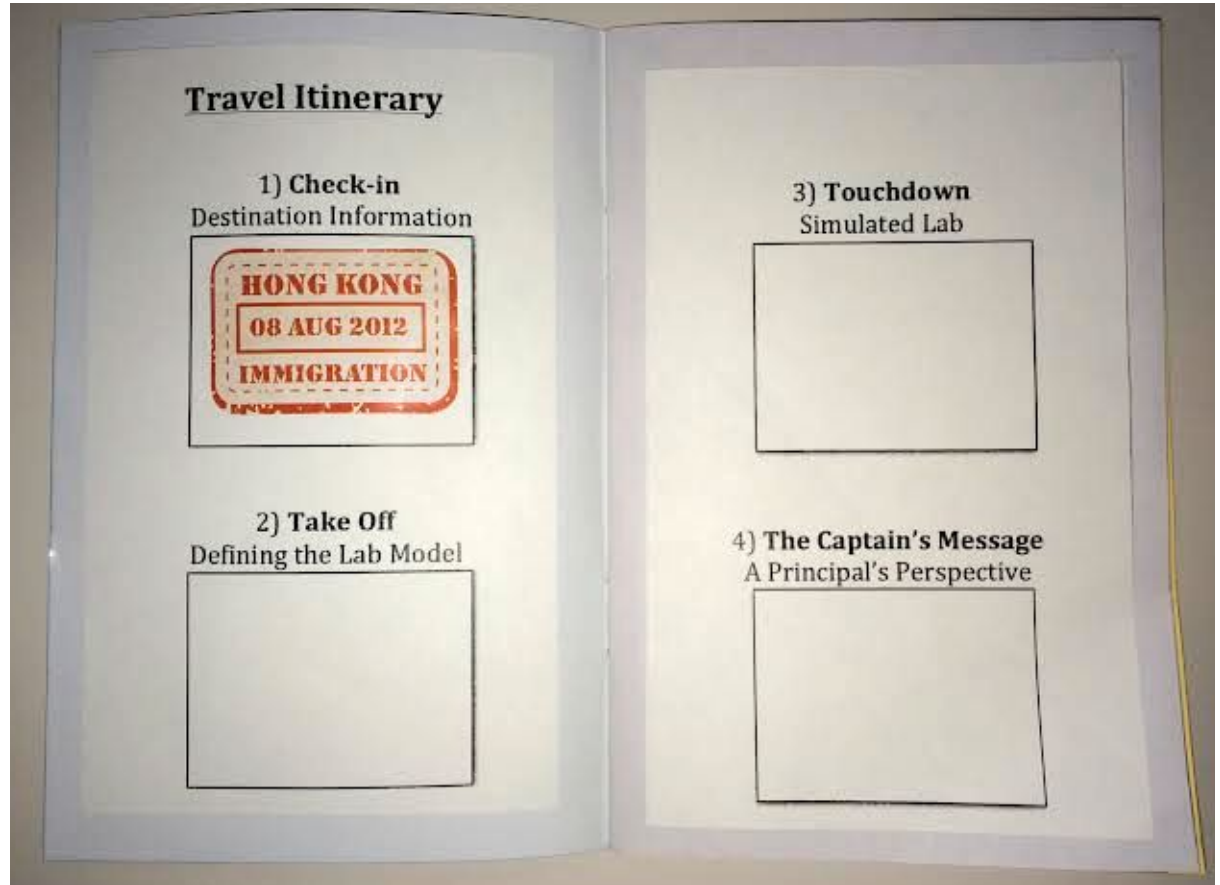
If so, discuss them.

If not, discuss the possibilities.



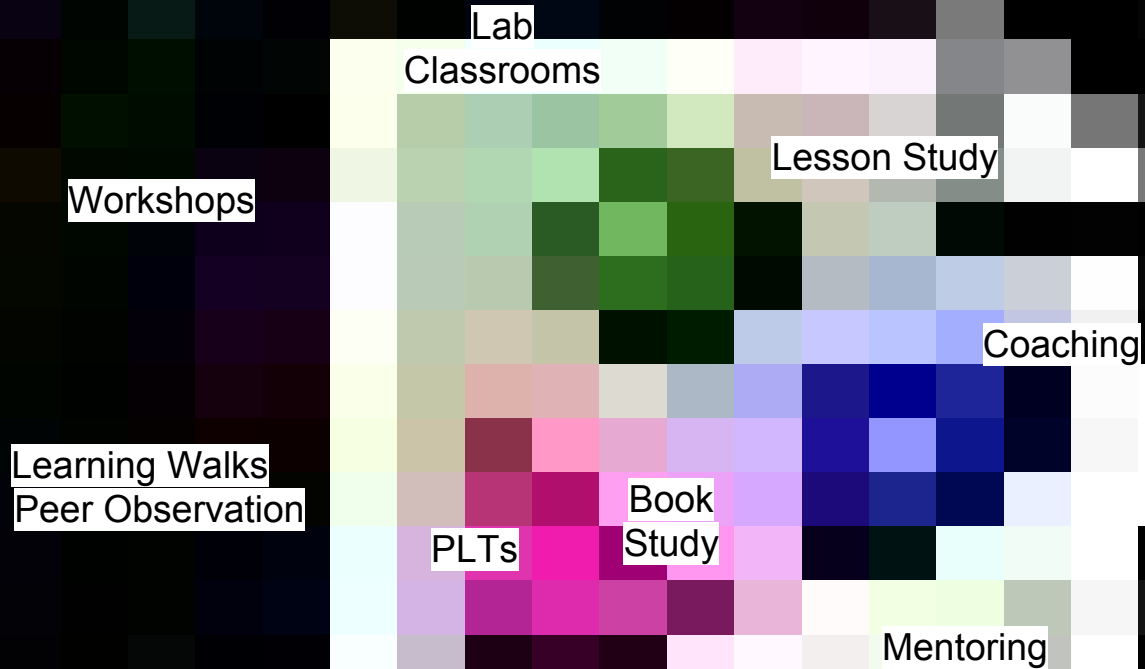
3 min

# CHECK-IN PASSPORT STAMP





# Takeoff: Defining the Model



# What Is a Lab Classroom?

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# What Is a Lab Lesson?

The lesson is carefully crafted to demonstrate strategies the lab host has refined over time. A lab lesson is co-planned with the facilitator to feature elements the guest teachers will benefit from observing. A lab lesson differs from a peer observation or learning walk in that the lab lesson is designed as an exemplar, a model of what is possible, while an observation is an example of current practice. The lab lesson is designed for the guest teachers' learning.

# Lab Day Preparation

**4-10 Participants:** Volunteers and assigned participants

**Pre Planning:** Lead Key Trainer meets with site leadership to determine priorities

**Lab Lesson Planning:** Lead Key Trainer and Lab Teacher meet to plan the lesson and write the lesson plan

**Lab Day Planning:** Lead Key Trainer tailors the morning activities and the observation tool to be suit the participants and priorities



# 2/26/16 Math Lab Agenda

8:05 - 9:15 Community & Concept Building

9:27 - 10:56 Observation

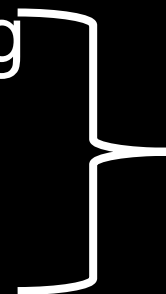
11:10 - 11:40 Debrief Observation

11:40 - 12:40 Lunch

12:40 - 12:45 Pre-Planning Discussion

12:45 - 2:45 Work/Planning Time

2:45 - 3:00 Closure & Eval



# So Far (Spring 2015 - Today)

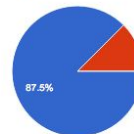
## 10 Lab Days

HS Health, HS English, HS Math, HS  
Global Studies, MS English, MS Science,  
MS Math

Another **6** planned this spring

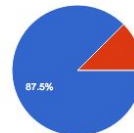
**64 Teacher Attendees + 3 Admin**

Workshop Quality



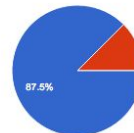
Excellent	7	87.5%
Good	1	12.5%
Fair	0	0%
Poor	0	0%

Workshop Content



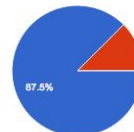
Excellent	7	87.5%
Good	1	12.5%
Fair	0	0%
Poor	0	0%

Workshop Setting



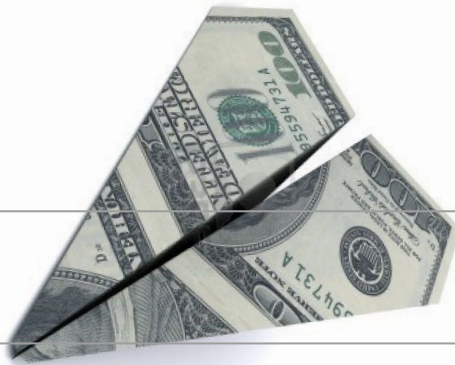
Excellent	7	87.5%
Good	1	12.5%
Fair	0	0%
Poor	0	0%

Relevance to your discipline and/or assignment



Very Useful	7	87.5%
Good	1	12.5%
Fair	0	0%
Not Useful	0	0%

# Funding



	Funding Source(s)
<p><b>Key Trainer Team</b> Stipends, summer hourly, registration at conferences, release time</p>	<p>School District Collaboration Funding (2014-2016)</p> <p>Title III (future)</p>
<p><b>Release Time for Teachers</b> to attend professional learning provided by the Key Trainer Team</p>	<p>School District Collaboration Funding (2014-2015)</p> <p>Site Council Professional Growth Funds (current)</p>





# Seatmate Talk Time

**Do you have something similar to our Lab Classroom Model in your setting?**

**If so,** how is it going?

What are insights can you share?

How do you pay for (or avoid) sub coverage?

**If not,** what do you think of the concept?

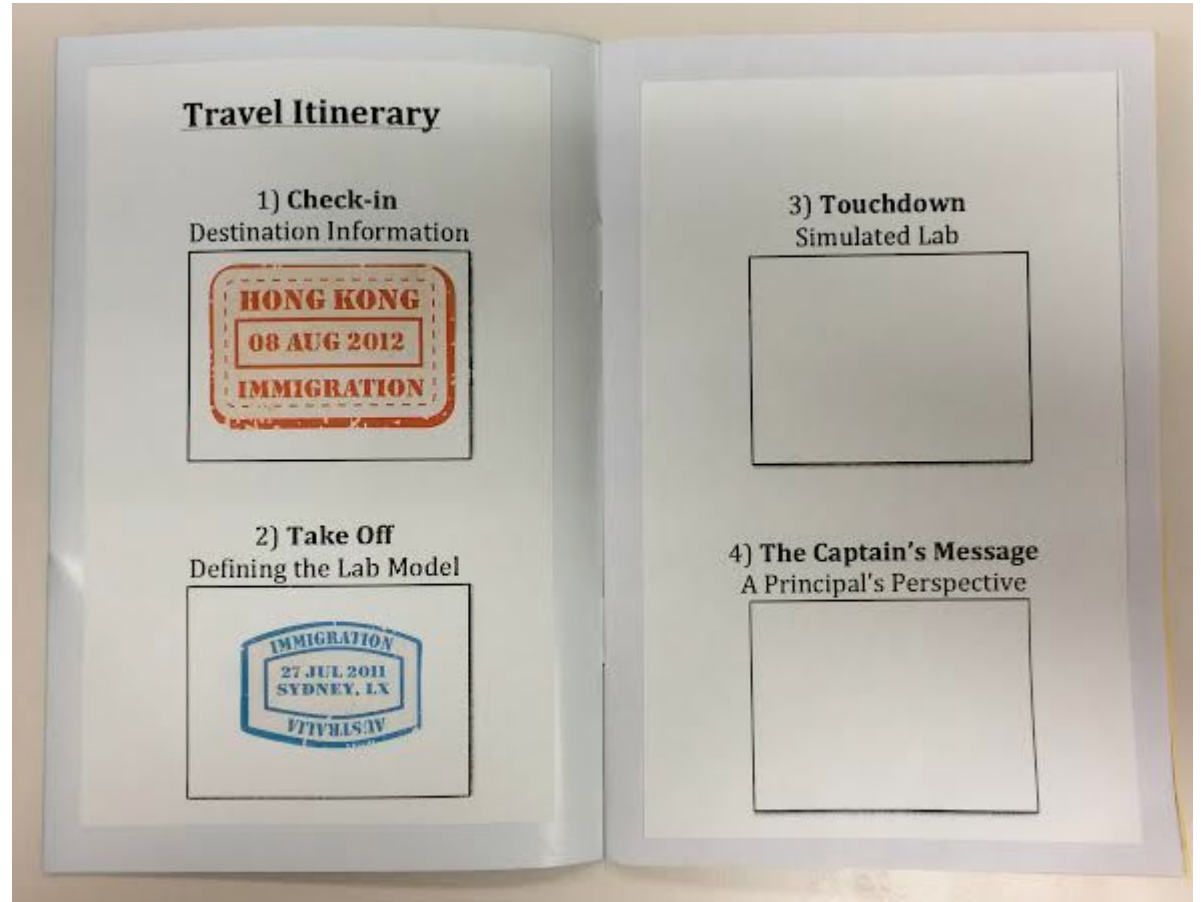
How might this model work in your setting?

How might you pay for (or avoid) sub coverage?

**2:16**

3 min

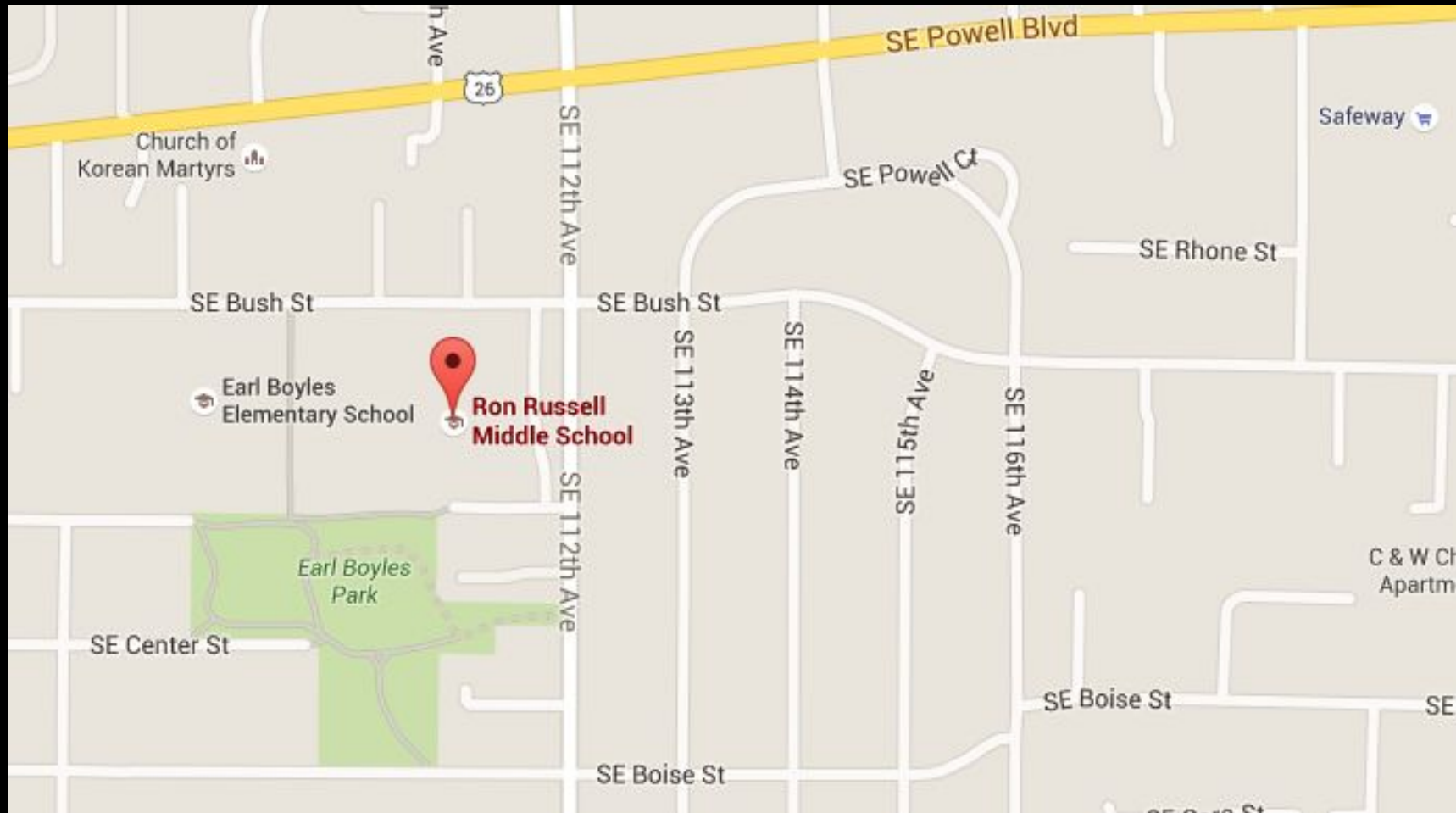
# TAKEOFF PASSPORT STAMP



# Touchdown: Simulated Lab Lesson



Welcome to Ron Russell Middle School









# Ron Russell Middle School



## SCHOOL PROFILE

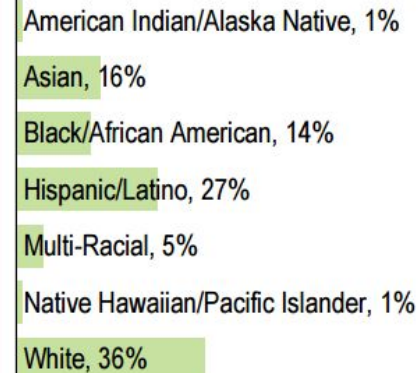
ENROLLMENT 2014-15 895

MEDIAN CLASS SIZE	School	Oregon
English Language Arts	23.0	24.0
Mathematics	30.0	24.0
Science	32.0	26.0
Social Studies	31.0	26.0
Self-Contained	--	--

### SELECTED DEMOGRAPHICS

Economically Disadvantaged	86%
Students with Disabilities	17%
English Learners	51%
Different Languages Spoken	31
Regular Attenders	84.6%
Mobile Students	14.4%

## STUDENTS



\* is displayed when the data must be suppressed to protect student confidentiality.

0% 20% 40% 60% 80% 100%

# Simulated Lab

8 am - 12 pm

10/14/15

RRMS

الرجاء ربط حزام المقعد أثناء التواجد  
FASTEN SEAT BELT WHILE SEATED

أعد نفسك للتوقف والتفتحة في وقت  
STOW HANDBAGS AND MONITOR FOR  
TAXI TAKEOFF AND LANDING

سكرة النجاة تحت المقعد  
LIFE VEST UNDER YOUR SEAT

# PRE-OBSERVATION BUILDING COMMUNITY & CONCEPTS

## HOW

**TALK ROUTINES**

**MOVEMENT**

**TIMERS**

**VARIED PARTNERS**

## WHAT

**ENGAGEMENT**

**TARGETS**

**STUDENT TALK**

**CLOSE READING &  
NOTE-MAKING**



# Learning Target Walk and Talk



2:16

BEIC

3 min



**Discuss this quote:**



**Students can hit any target that they know about and that stands still for them.**

-Rick Stiggins

**Discuss how the following Danielson Standards connect to learning targets:**

- 1c Setting Instructional Outcomes
- 2b Establishing a Culture for Learning
- 3a Communicating with Students





# Structured Student Talk Table Talk

We believe structured student talk routines, when used effectively, support students in their:

oral language development  
general engagement in learning  
social skills  
problem solving  
independence



3 min

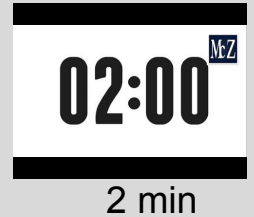
**How would you describe EFFECTIVE student talk routines?  
Go clockwise around the table starting with the person who  
traveled furthest to get here.**



# Close Reading Seatmate Talk

Some of the close reading strategies we sponsor include

- Multiple readings of the same text with different purposes
- Chunking the text into management pieces
- Annotation
- Peer collaboration with challenging texts



**What close reading strategies would you hope to see in a diverse classroom?**

# About Kevin's 6th Grade ELA

25 students  
Monitored 4  
Tag 4  
504 1  
Sped 4

Class meets daily for 80 minutes  
(60 minutes on Wednesdays)

October 14, 2015  
Filmed in the middle of a mini-unit  
on close reading strategies and  
writing academic summaries of  
informational text.



# 10/14/15 Lesson Plan

Course: 6<sup>th</sup> grade ELA

Lesson Plan

Date: 10/14/15

Length: 86 minutes

Learning Target(s) with Content and Language Goals: Locate and explain key points in an informational article.

Time	Teaching Strategies and Sequence	Reminders
10 min	Entry and Warm Up ① Review of summary scoring guide (rubric) introduced last class. ② Students independently score a sample summary using the rubric before comparing with their partner.	<u>Backwards Design</u> <input checked="" type="checkbox"/> Gradual release <input checked="" type="checkbox"/> Learning targets shared w/ students <input checked="" type="checkbox"/> Purposeful partnering <input type="checkbox"/> Explicit vocab instruction <input checked="" type="checkbox"/> review
6 min	Vocab/Background Building: ① A/B partners review (quiz each other) on the unit vocab which they have recorded in their vocab journals & the terms are posted visually. Terms are: summary, key point, main idea, author's purpose, source, credibility. Instruction/Input (I do & We Do):	<u>Structured Talk:</u> <input checked="" type="checkbox"/> Choral Response <input checked="" type="checkbox"/> Cold Call <input checked="" type="checkbox"/> No Opt Out <input type="checkbox"/> Elbow Partners <input checked="" type="checkbox"/> A/B Partners <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Give One Get One <input type="checkbox"/> # Heads Together <input type="checkbox"/> Lines of Communication <input type="checkbox"/> Clock Appointments <input type="checkbox"/> Discussion Cards <input type="checkbox"/> Whip around <input checked="" type="checkbox"/> Verbal Exit Ticket
15 min	① Teacher breaks down the learning target with students using "what, how, why" method. ② Students brainstorm a list of evidence they could use to demonstrate evidence of Learning Target mastery. ③ Teacher reviews the A/B partner reading protocol and expectations.	
30 min	Guided Practice (We Do, You Do Together): ① A/B partner reading with margin notes A reads a chunk while B listens for the main idea. Both partners discuss the main idea & write it in the right margin. Partners switch roles & repeat for the whole article.	<u>Interactive Reading and Note Making:</u> <input type="checkbox"/> Teacher think aloud and modeling <input checked="" type="checkbox"/> Multiple readings of complex text <input checked="" type="checkbox"/> Peer reading protocols <input type="checkbox"/> Note-making strategies <input checked="" type="checkbox"/> Annotation strategies
	Extensions or Independent Practice (You Do Alone): ① Students use their margin notes, the summary helper tool w/ word bank & sentence frames, & the summary rubric as tools to begin drafting their summaries.	Academic Writing Supports: - Rubric - Sentence Frames - Word Banks
20 min	Closure: ① Reconnect to Learning Target & evidence of mastery. Students self-assess their progress so far. Evidence of Learning (Product or Assessment collected/gathered): Summaries article with margin notes observation of partner pairs	Summary
5 min		

	Observed Teacher Actions	Observed Student Actions	Questions/Comments for Debrief
<p><b>Backwards Planning</b></p> <p>Student ownership of learning targets</p> <p>Content &amp; language goal</p> <p>Gradual Release of Responsibility</p>	<div style="border: 2px solid black; padding: 20px; width: fit-content; margin: auto;"> <h2 style="margin: 0;">Close Reading</h2> <p style="font-size: 1.5em; margin: 10px 0;">Multiple readings</p> <p style="font-size: 1.5em; margin: 10px 0;">Chunked text &amp; annotation</p> <p style="font-size: 1.5em; margin: 10px 0;">Peer to peer interaction with the text</p> </div>		
<p><b>Structured Student Talk</b></p> <p>Purposeful partnering</p> <p>Whole class student talk</p> <p>Peer to peer student talk</p>			
<p><b>Close Reading</b></p> <p>Multiple readings</p> <p>Chunked text &amp; annotation</p> <p>Peer to peer interaction with the text</p>			
<p><b>Other</b></p>			



# LESSON DEBRIEF



Kevin's Reflections

Table Talk

Call Out

Q & A

# TOUCHDOWN PASSPORT STAMP





# The Captain's Message

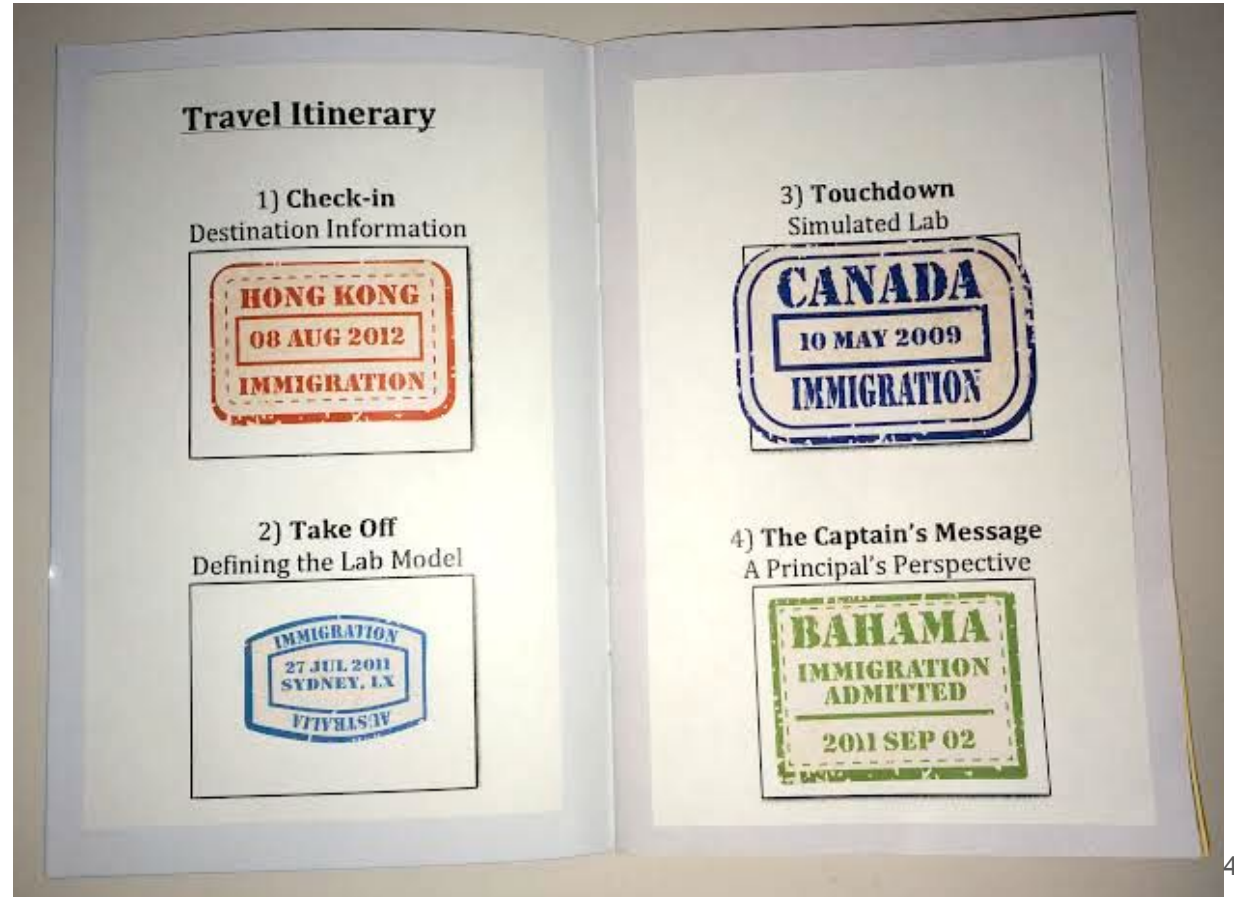


**A Principal's Perspective**



Andy Long, RRMS Principal  
Belle Koskela, District ESL TOSA  
Kevin Topolski, 6th ELA Teacher

# CAPTAIN'S MESSAGE PASSPORT STAMP



# Target



**What:** Learn about DD's Lab Classroom Model for professional learning.

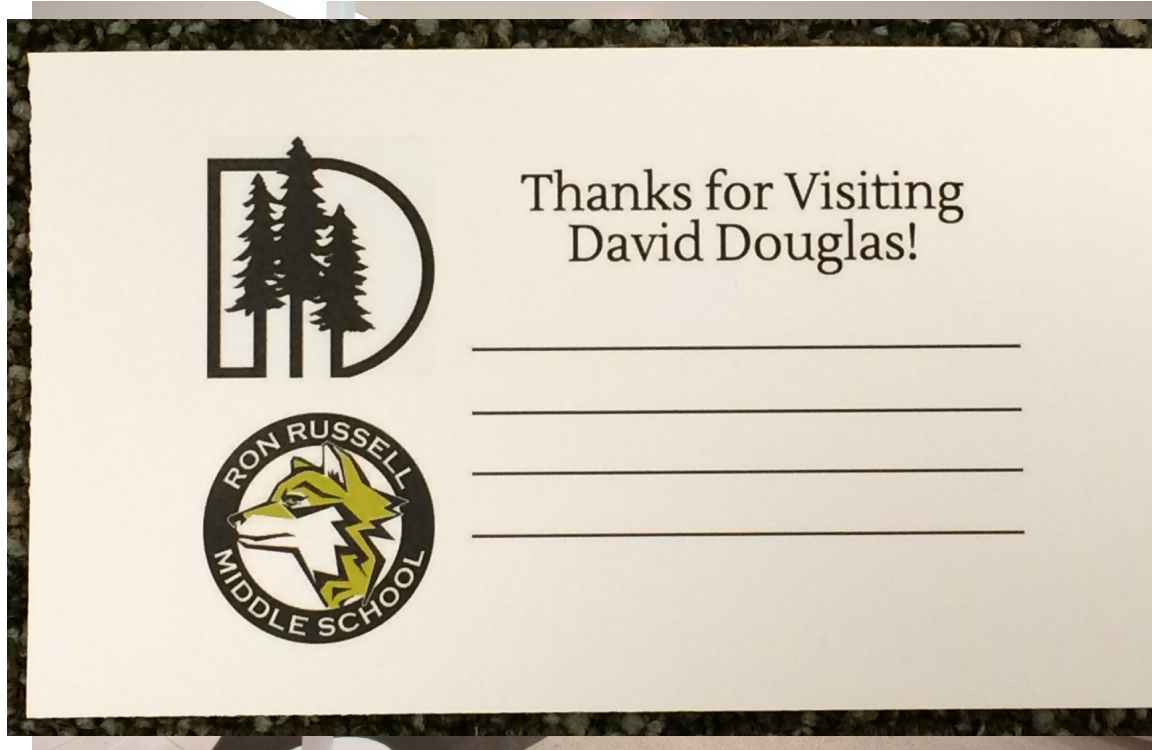
**How:**

- Background Information
- Talk Based Engagement Strategies
- Simulated Lab Observation

**Why:** To consider a similar model in your setting OR to get new ideas to add to your model.

# DUTY FREE POST CARD

Address  
the  
postcard  
to  
yourself  
at work  
or home



On the  
blank side,  
answer this  
question:  
**What do  
you hope to  
remember  
from this  
session a  
few weeks  
from now?**

Please hand in the postcard on our way out!



