

Adapted CCLS Model Design

General Design

The CCLS model described here is adapted to accommodate CCLS members who come from different schools and cannot physically be in the classroom for an observation, which is the preferred way to do an observation. This adapted model will incorporate most of the basic tenets of the common CCLS model that the Boston Public Schools has been using for the last five years but will be modified to accommodate the fact that these are not school-based teams and to take advantage of having teachers across all grade levels within content strands pursue a course of study (COS) together.

Groups of 4-6 teachers will meet one time to determine norms and determine course of study and pick a research article, one time to discuss the chosen research article, one time per person to debrief the lesson (ex: groups with 5 members will have 5 debrief meetings), and one time to synthesize the work.

CCLS Structure

Shared Norms

CCLS groups need to determine norms for their group in order to have effective conversations. A norm is a behavior that the group will hold its members to so, as time goes on, those behaviors become normal. Norms can include ways to give warm and cool feedback, how to handle lateness or absences, how to handle people who dominate the conversation or those who don't share, ideas around confidentiality, description of the atmosphere the group wants to work in, and so on.

As time progresses, group members should feel comfortable enough to articulate their common beliefs around education, student learning, professional development, reflective practice, and leadership. Though no two people need to necessarily share the same views, all should find that they can respect that their colleague has a value that he or she firmly believes in. Some common norms around what all group members feel around education (ex: all students have the potential to learn) should be established when the group first comes together and can be added to as time goes on.

Once norms are agreed upon, one member needs to be responsible for typing these up and distributing them to all members in the group.

Agreed Upon Vertical Course of Study

A Course of Study (COS) is the action-research topic that the entire group is going to explore via research articles, observations, and looking at the student work from the observed lesson. One of the biggest findings from our evaluators at PERG is that the strongest CCLSs pick their own Course of Study. CCLS groups will still determine their own COS but the topic must focus on science in the classroom (as opposed to looking at writing, for example).

Focus on Student Learning in Science Content Area

The range of conversations that you can have around your COS is limitless. However, in order to promote professional growth and success in your classroom, these conversations need to focus on student learning in science. According to DuFour, the mission “is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications.”¹

Videotaped Lesson Observations

The topic of the lessons that you will be videotaping and observing need to be decided by the group and needs to be vertical in nature. For example, all of the lessons videotaped should show a class learning about the particle nature of matter. Together, these videotaped lessons will allow us all to see how the particle nature of matter is taught across all teachers’ classrooms. However, the topic of the lesson is different from the COS topic you are choosing. The COS you will engage in will be explored through the lens of common lessons.

Ideally, Fellows would be able to observe every other member of the group in person. However, we realize that is not logistically possible. Instead, this model of CCLS will use videotapes of teachers to serve as a proxy for in-class observations. We will use the videotapes to our advantage so that Fellows can watch the videos at their own discretion (although it must be done prior to the debriefing of that video observation) and the videos can be watched multiple times. Additionally, the teacher being observed will be able to review and reflect on their own classroom instruction.

Face-to-Face Group Meetings

CCLS meetings need to happen when everyone is available to meet and in a place everyone can access. The conversations that will take place during the CCLS cycle need to happen in person. This work is hard and the conversations can be sensitive so it can only be done in person. The conversations cannot take on the depth they need to have over the phone or via email. Please see “Model of a CCLS Meeting” to see what a typical meeting should look like.

Rotating Facilitator

The facilitator role in the CCLS groups will rotate, with each member being in the facilitator role once. A group member cannot be in the facilitator role while his or her video is the focus of the conversation. The role of the facilitator is important: it is the person who maintains the focus of the group, keeps the conversation moving in a productive manner, ensures that the teacher being debriefed and the other group members walk away from the meeting having had learned something new or different,

¹ DuFour, R. (2004). What is a “Professional Learning Community”?. *Educational Leadership*, 61(8),6.

videotapes the debriefing meeting, and is responsible for all materials that go with the observation he or she will be facilitating. Please see “Model of a CCLS Meeting” for more details.

Anchoring conversations in research

This adapted version of CCLS, just like traditional CCLS, values research-grounded conversations. As a group, you will select one article from a peer-reviewed journal to ground your conversations in and inform your instruction. The findings from this article and your interpretations of it should be the skeleton of your conversations around the observation debriefs and when you look at the student work from the observed lesson.

Looking at Student Work

Student work is an essential part of any conversation that is focused on student learning. Looking at the student work from the observed lesson adds another piece of evidence to demonstrate what the students learned and how well they mastered that lesson. As experienced teachers, you may be able to view the work and provide a different perspective or a suggestion to the observed teacher to help their students move along, or you may receive new ideas for your own classroom.

Using reflective dialogue

The outcome of CCLS is increased understanding around student learning in science. To get there, communication is key. According to *Leading Every Day*, dialogue is a “reflective learning process in which people seek to understand each other’s viewpoints and deeply held assumptions by talking together to deepen their collective understanding. The goal is increased understanding—not a decision, not a step, just greater understanding on ever person’s part”.²

² Kaser, J., Mundry, S, Stiles, K.E., & Loucks-Horsley, S. (2002). *Leading every day*. Thousand Oaks, CA: Corwin Press, Inc.



Model of CCLS Meeting

Prior to Meeting

- **Fellow being observed**
 - Fellow records the lesson that he or she had signed up to do and the lesson matches what was filled out on the “Form 1: CCLS Pre Observation Form”. The “Pre Observation Form” was already distributed and discussed at the end of the previous debrief meeting.
 - Fellow selects representative body of student work from the lesson that was videotaped and will bring to the meeting. Copies of this work are to be brought to the meeting.
 - Fellow checks recording and saves it to hard drive.
 - Fellow shares video with the rest of the CCLS group. DO NOT DELETE VIDEOS from hard drive at this time.
- **Fellows observing**
 - Read the pre-observation information (Form 1).
 - Review the entire video with close attention paid to looking for how the COS is demonstrated in this lesson and student learning. It is your responsibility to make sure you receive the video.
 - Take notes and write down any questions you may have about the lesson on “Form 2: Video Observation Note Taking Sheet”.
 - Bring “Form 2” notes to debriefing meeting.
- **Facilitator**
 - Checks in with Fellow being observed if pre-observation form or video has not been received by agreed upon time.
 - Completes everything the “Fellows Observing” also needs to do.
 - Brings a watch so that he or she can keep time during the meeting.
- **Fellow being observed next**
 - Completes “Form 1: CCLS Pre Observation Form” (approx. 15 min).
 - Comes prepared to the meeting to lead a 5 minute pre-observation dialogue on the lesson they will be videotaping.
 - Brings copies of Form 1 to debriefing meeting.

Debrief Meeting Protocol

Approx. Time	Step
1 Min	<u>Facilitator</u> reviews norms of the group; begins to keep time to make sure the conversation keeps moving according to the schedule.
4 Min	<u>Fellow being observed</u> sets context for lesson and describes lesson being taught <ul style="list-style-type: none"> • States the age level and grade of students • States what part of the day this lesson took place • Explains any unusual or important facts that occurred that day that may have impacted the lesson • Explains what the lesson that was videotaped was on • Explains what the lessons before and after this particular lesson was on • Explains how this lesson connects with the COS
1 Min	<u>Fellow being observed</u> restates the questions from the pre-observation form that the Fellow has about his or her lesson
4 Min	<u>Fellows</u> fill out “CCLS Feedback Sheet” (Form 3) based on observations that were recorded on “CCLS Observation Notes” (Form 2)
10-15 Min	Warm and cool feedback is given by <u>Fellows</u> (including <u>Facilitator</u>). <u>Facilitator</u> makes sure that the conversation focuses on the course of study topic and student learning. <u>Facilitator</u> makes sure that the conversation keeps moving. <u>Facilitator</u> makes sure norms are adhered to. <u>Facilitator</u> makes sure this part of the conversation is beginning to wrap up around 10 minutes into this part of the meeting by asking if there is anything else anyone would like to share. During this time, the <u>Fellow being observed</u> is taking notes on the “Demonstration Teacher Feedback Gathering Sheet” (Form 4) but is not part of the active conversation (i.e. does not talk but just writes during this time).
5 Min	<u>Fellows</u> can ask the Fellow being observed any clarifying questions about the lesson and the <u>Fellow being observed</u> answers these questions and can address other questions that may have come up. <u>Facilitator</u> makes sure that this does not go over 5 minutes.
10-15 Min	<u>Fellows</u> , including <u>Facilitator and Fellow being observed</u> , (i.e. EVERYONE) connect what they observed to the research article that is guiding the COS <ul style="list-style-type: none"> • Did the lesson implement the research from the COS? • How does the research help the group to answer the pre-observation questions the Fellow being observed posed? • How can the research inform this lesson if it was to be repeated again?
30 Min	<u>Fellows</u> (including <u>Facilitator and Fellow being observed</u>) (Everyone) look at the student work <ul style="list-style-type: none"> • How does the student work connect to the course of study and the lesson? • How does the student work demonstrate student learning? • As an observer, what does the student work tell you?
5 Min	Everyone, including facilitator, shares what they learned from this, with the Fellow being observed going last
5 Min	Pre-Observation Dialogue for <u>Fellow who will be observed</u> (videotaped) next

Post Meeting

- **Fellow that was observed**
 - Reads “Form 3: CCLS Observation Feedback” from everyone.
 - Completes “Form 5: Meeting Reflection”.
 - Completes “Form 6: Demonstration Teacher Reflection”.
- **Fellows that did the observing**
 - Completes “Form 5: Meeting Reflection”.
- **Facilitator**
 - Completes same post-observation form as other Fellows observing.

CCLS Facilitator Checklist

- Videotape debrief meeting and upload to flipchannel
- Send video of debrief meeting to program director
- Research article (s) (one per group)
- CCLS Form 1: Pre-Observation form
 - Form would have been filled out by teacher being observed
- CCLS Form 3: Observation feedback form
 - Need one copy from each CCLS member who observed the lesson, including facilitator
- CCLS Form 4: Demonstration Teacher Feedback Gathering Sheet
 - Form would have been filled out by teacher being observed
- CCLS Form 5: Meeting Reflection Form
 - Need one copy from each CCLS member who observed the lesson, including facilitator
- CCLS Form 6: Demonstration Teacher Reflection
 - Form would have been filled out by teacher being observed
- Copy of student work that went with the lesson
 - Would have been provided by teacher being observed

Notes:

1. Please include your research article in the front of your group binder.

Setting up your CCLS

Team Name: _____

Topic Lessons Will Be On: _____

Course of Study: _____

First Meeting: Research Meeting

Each team member selects an article that fits the Course of Study. Using e-mail (or you can choose to meet in person to do this though it should not be the same meeting as your research meeting) select one article to use as your focus for your COS. The first research meeting should be after everyone has had time to read and digest the material.

Date: _____

Location: _____

Time: _____

Observation Debrief Meetings

Meeting Date	Facilitator	Teacher Debriefed	Date Teacher is Sharing Video	Lesson Teacher is Videotaping	Teacher for Pre-Observation Dialogue

Last Meeting: Sense Making

After every one's lesson has been viewed and debriefed, a meeting needs to take place to synthesize what you have learned as a group. This meeting will also help you to determine what you would like to present.

Date: _____

Location: _____

Time: _____



CCLS Pre-Observation Form

Demonstration Teacher:		Date:
Class:	Age(s) of Students:	
Grade Level:	Topic:	
Time Lesson Started:	Lesson Objective(s):	
Time Lesson Finished:		
Where does this lesson fit within the unit that you are teaching?		
What would you like the observers to focus on during their observations?		
Questions for Me to Ponder as the Demonstration Teacher:		
How do you think this lesson will tie to the Course of Study?		

What student work do you anticipate that you will collect?

How do you plan to determine if your objectives have been met?

Are there any unusual circumstances or special conditions that the observers should be aware of?

CCLS Observation Notes

Demonstration Teacher:	Date:
Class:	Age(s) of Students:
Grade Level:	Topic:

Thoughts (especially those thoughts pertaining to the areas the demonstration teacher wants you to focus on).....

CCLS Observation Feedback Form

Demonstration Teacher:		Date
Class:	Topic:	
Focus of the Observation:		
Warm Feedback: What went well...		
Cool Feedback: Potential Areas to Explore...		
Questions for the Demonstration Teacher to Ponder:		
Suggestions on how research could strengthen this lesson:		
Observer:		

CCLS Demonstration Teacher Feedback Gathering Sheet

Demonstration Teacher:		Date
Class:	Topic:	
Focus of the Observation:		
Warm Feedback		Cool Feedback
Questions for Me to Ponder:		
Ideas that I am getting on what to do based on the feedback:		

CCLS Meeting Reflection Form

Name	Date
Reflection: As a result of this meeting, I...	
What was most helpful?	
I could see how the lesson related to the research by...	
I could see how the group looking at student work enhanced by learning by...	
A suggestion for our next meeting....	
Anything else?	

CCLS Demonstration Teacher Reflection

Demonstration Teacher:		Date
My Initial Reflections:		
One or two areas that I would like to explore		
Area to Explore:	Area to Explore:	
What I will Attempt:	What I will attempt:	
The support I will Need:	The Support I will need:	
How will I know I am successful?	How will I know I am successful?	
My Final Thoughts:		