

Using Learning Huddles to Improve Teaching and Learning



Goals for Today's Webinar

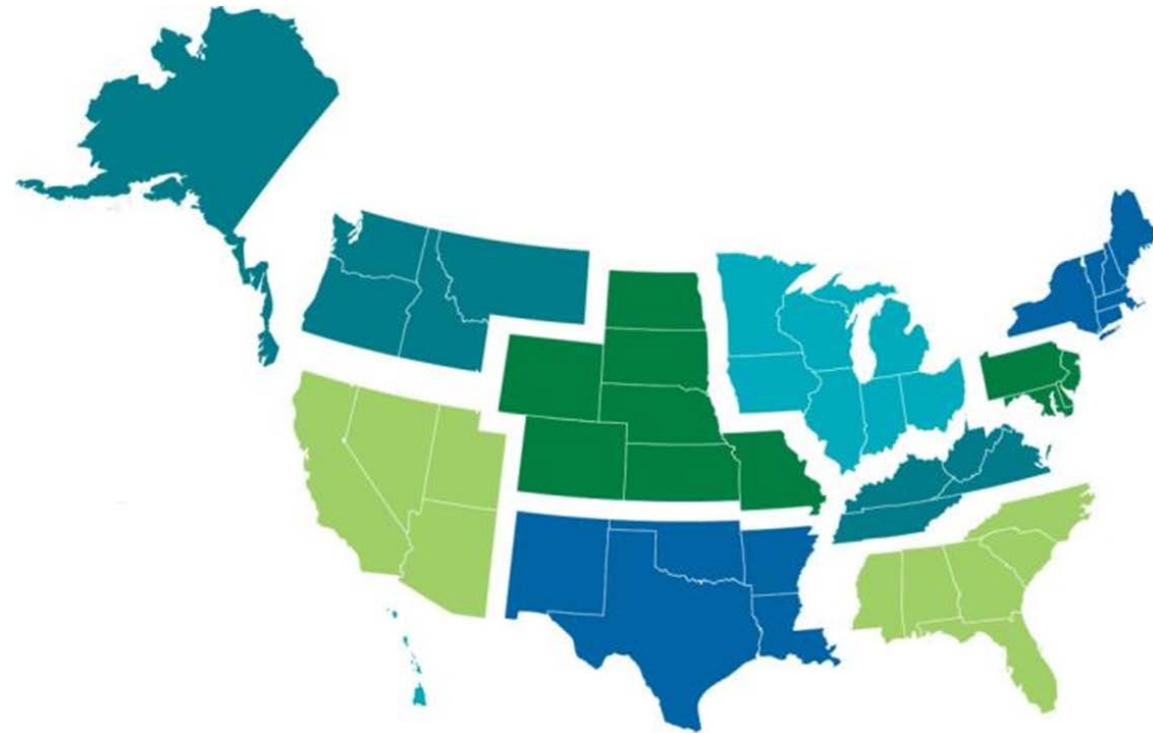
- Learn about the theory and practice of teacher learning huddles and how they reflect an improvement science "Plan Do Study Act" inquiry cycle.
- Through huddle examples from Washoe County School District, understand the design features and leverage points to facilitate learning about instruction.
- Explore ways to support teacher learning through inquiry in their context.

Agenda

1. Introductions & Framing the Problem
2. Our Approach
3. Why Learning Huddles?
4. What Do Learning Huddles Look Like?
5. What Have We Learned?
6. Closing & Surveys

About REL West

- 10 regions
- Bridging research, policy, and practice
- Funded by the Institute of Education Sciences (IES)



Speakers



Kim Austin
REL West at WestEd



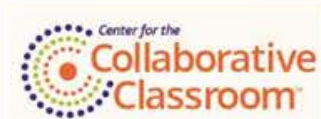
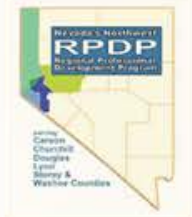
Darl Kiernan
*Northwest Regional
Professional Development
Program*



Sola Takahashi
REL West at WestEd

Literacy Improvement

PARTNERSHIP



Using Learning Huddles to Improve Teaching and Learning

September 25, 2018

Partnership Overview

Who:

- Regional Educational Laboratory West at WestEd
- Washoe County School District (WCSD), Reno, NV
- Center for the Collaborative Classroom
- Nevada's Northwest Regional Professional Development Program

What: Improvement partnership focused on writing instruction

Where: Initially 2 elementary schools, principals, and district coaches, scaling to more schools in WCSD

When: 5-year project; currently in Year 2

Partnership Goals

Improve student writing by...

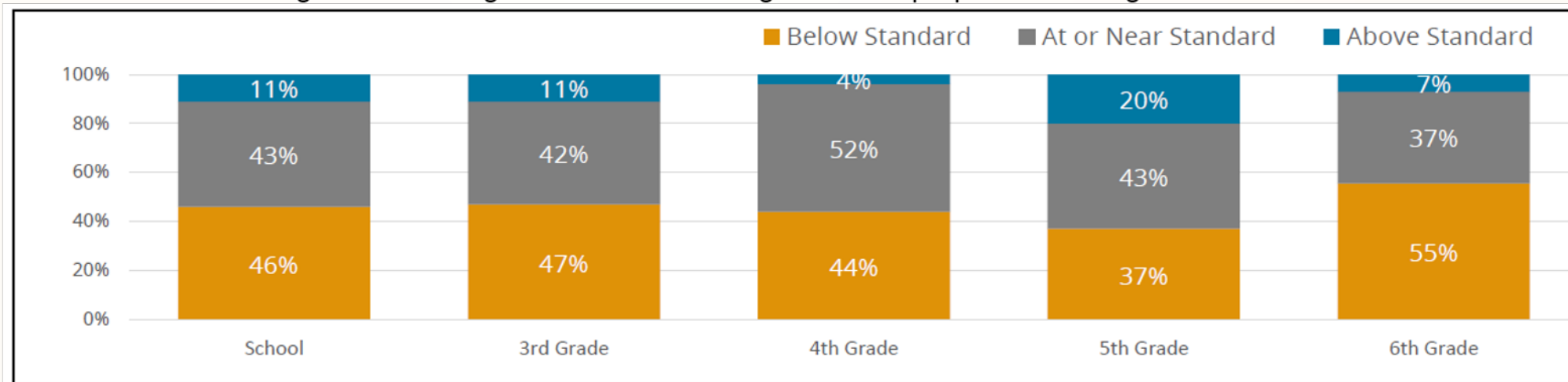
- Leveraging an improvement approach to shift teacher practice
- Learning together about supporting students as writers
- Building district capacity to sustain and scale the work over time

Our Approach

Defining the problem: Where is the gap?

- Gap in writing performance
- No writing curriculum
- Lack of ongoing ELA professional development
- Variation in implementation across classrooms

% of Students Meeting SBAC Writing Standard: Producing clear and purposeful writing



North Star Goal



North Star Goal:

To develop a community of independent writers by supporting students to...

- Feel engaged and motivated to write
- Collaborate with partners
- Write for 20-30 minutes per day
- Improve writing after writing conferences

Research-Based Practices

EDUCATOR'S PRACTICE GUIDE

WHAT WORKS CLEARINGHOUSE

Teaching Elementary School Students to Be Effective Writers



Review of Recommendations

Recommendation 1.

Provide daily time for students to write.

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Provide daily time for students to write.

riting process.
student.

3. Guide students to select and use appropriate writing strategies.

4. Encourage students to be flexible in their use of the components of the writing process.

Recommendation 2b.

Teach students to write for a variety of purposes.

Recommendation 2.

Teach students to use the writing process for a variety of purposes.

Teach students to become fluent with naming, spelling, sentence constructions, typing, and word processing.

1. Teach very young writers how to hold a pencil correctly and form letters fluently and efficiently.

2. Teach students to spell words correctly.

Recommendation 4.

Create an engaged community of writers.

1. Teachers should participate as members of the community by writing and sharing their writing.
2. Give students writing choices.
3. Encourage students to collaborate as writers.
4. Provide students with opportunities to give and receive feedback throughout the writing process.
5. Publish students' writing, and extend the community beyond the classroom.

How will we get there?

Key Drivers for Improvement

- New, common curriculum
- Collaboration focused on research-based practices
- Inquiry cycles informed by data
- Support for leadership (teacher, coach, principal)



Common Curriculum: Being a Writer

Predictable Lesson Structure

- Getting Ready to Write
- Writing Time
- Share and Reflect

Writing workshop approach

- Writer's craft and genre study
- Writing process: brainstorm, revise, publish
- Writing conferences

Pedagogy

- Social and academic are integrated
- Neutral facilitation stance
- Cooperative structures: Partner communication and collaboration

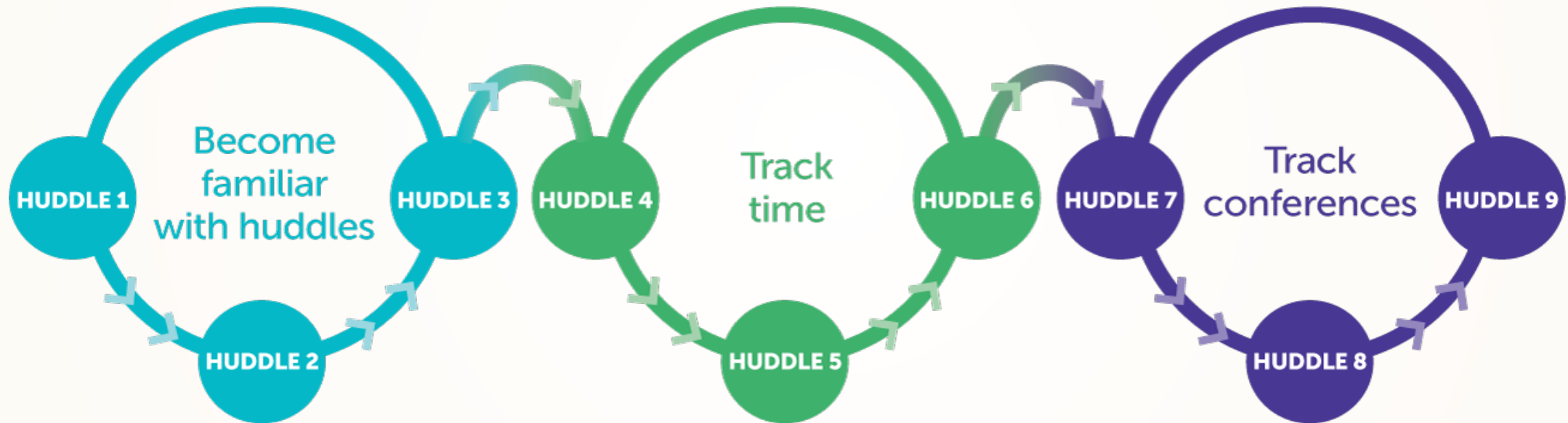


Cycles of Learning Year 1

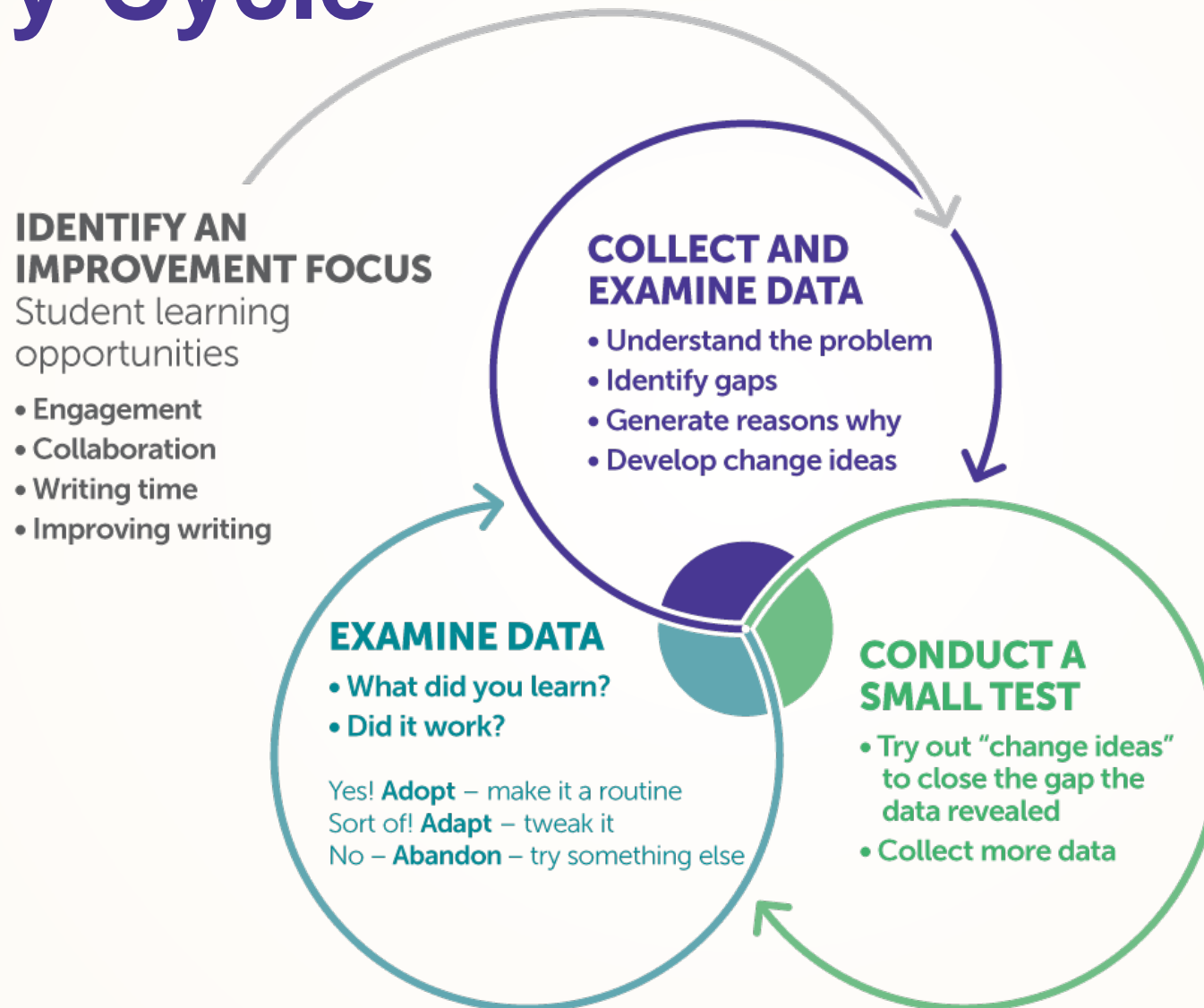
Fall Topic:
Establishing social routines

Winter Topic:
Protecting time for
independent writing

Spring Topic:
Frequent and
effective conferring



Inquiry Cycle



Your turn

Poll: What teacher inquiry approaches are you familiar with/currently using?

Why learning huddles?

Where do huddles come from?

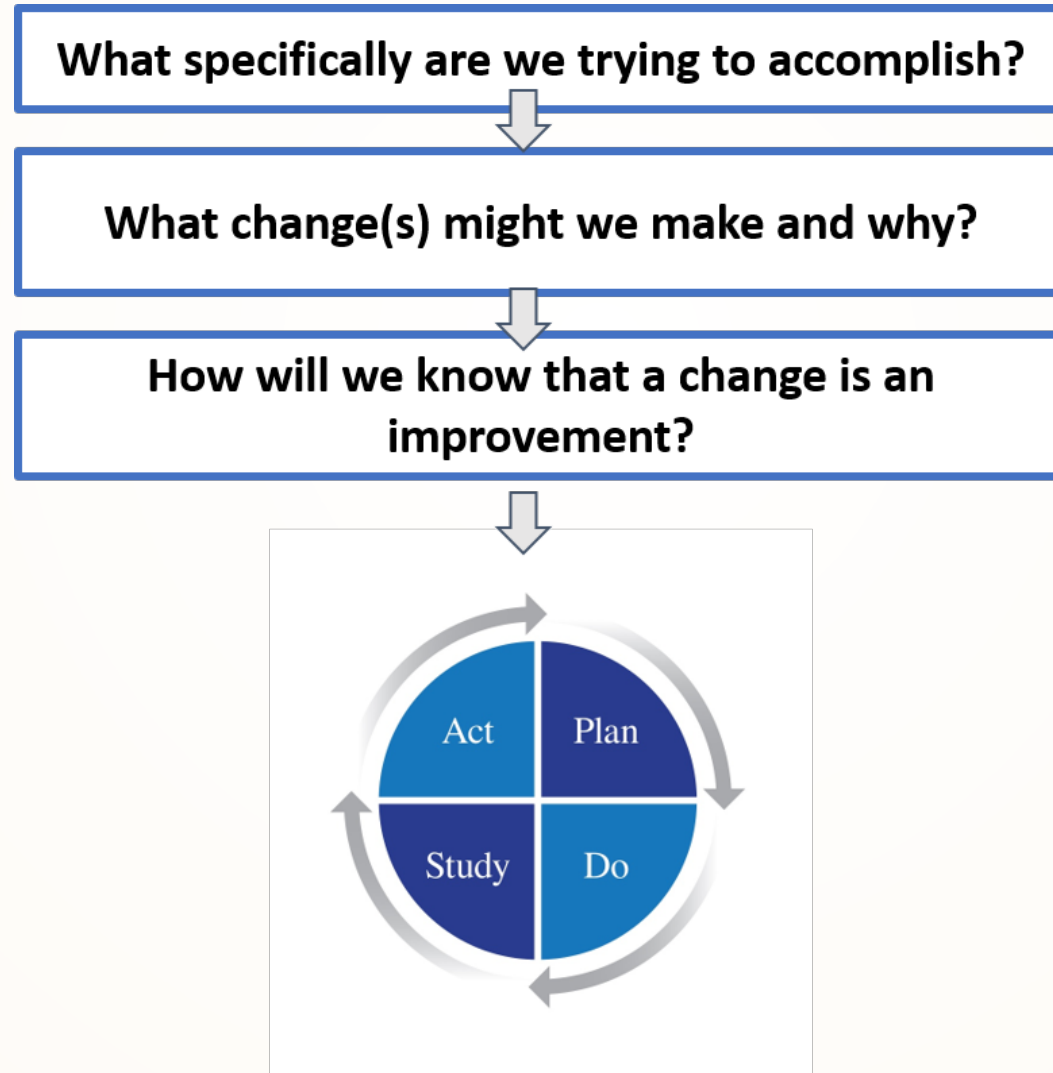
Cincinnati Children's Hospital

Huddles:

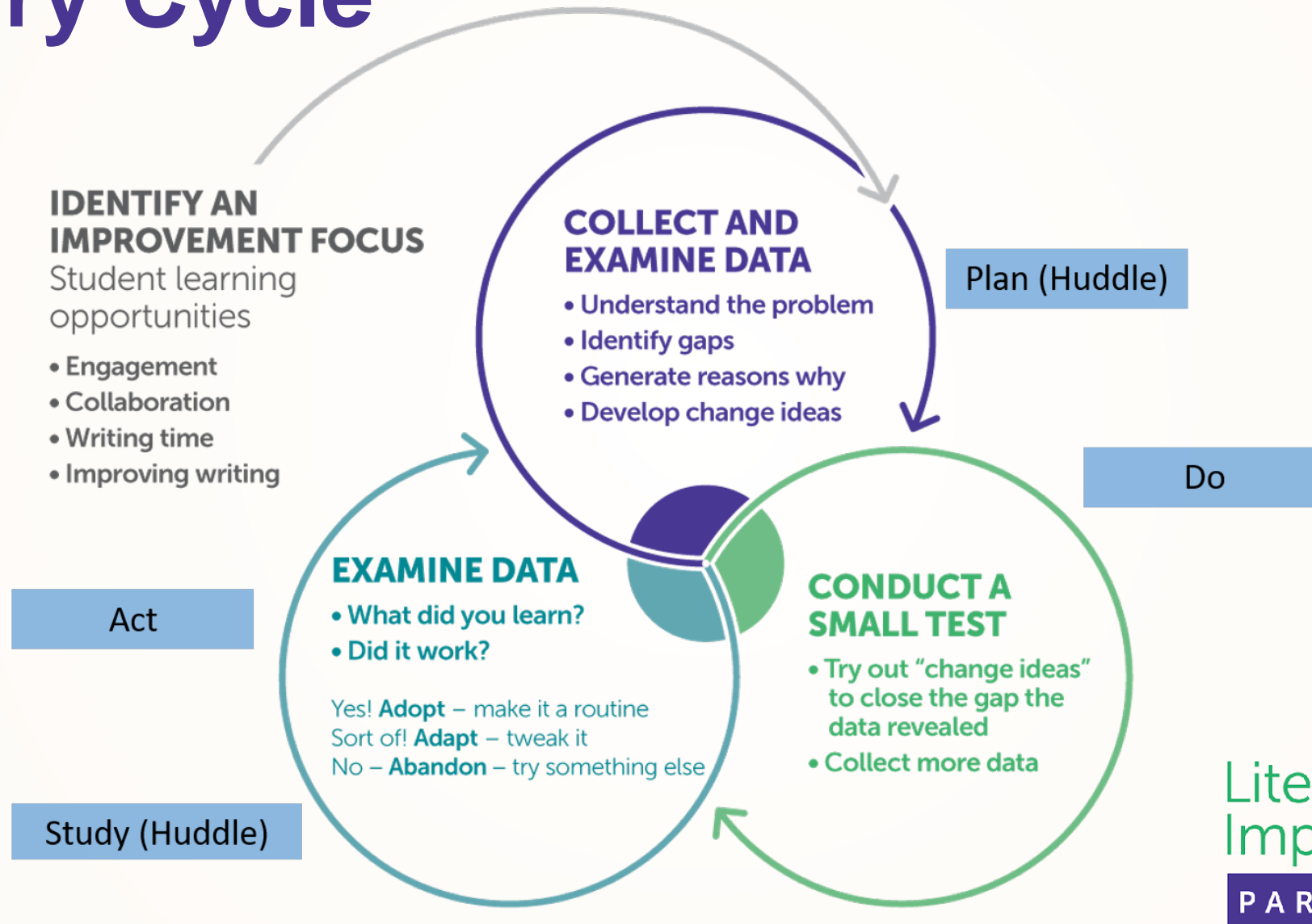
- Relatively quick
- Occur on a regular basis
- Focused on a topic
- Everyone speaks



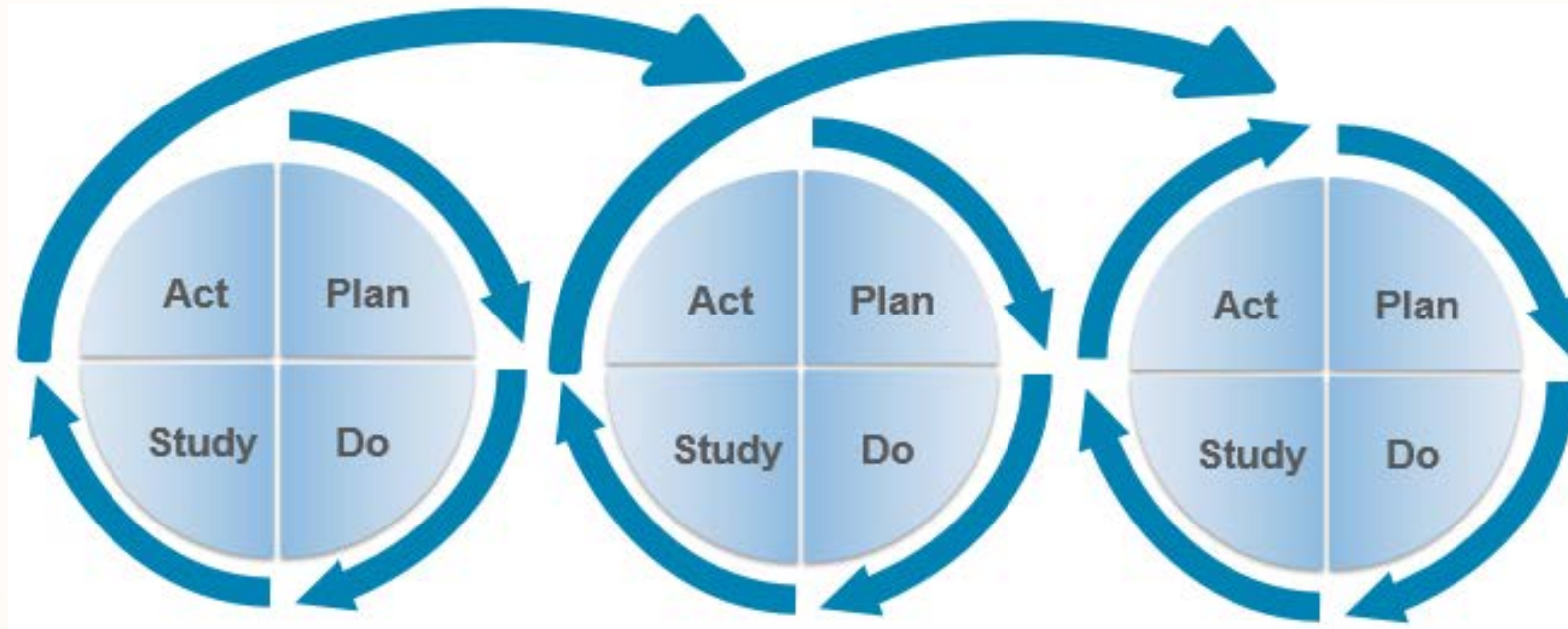
The Improvement Framework



Inquiry Cycle



Building Confidence in Change Ideas



What do our learning huddles look like?

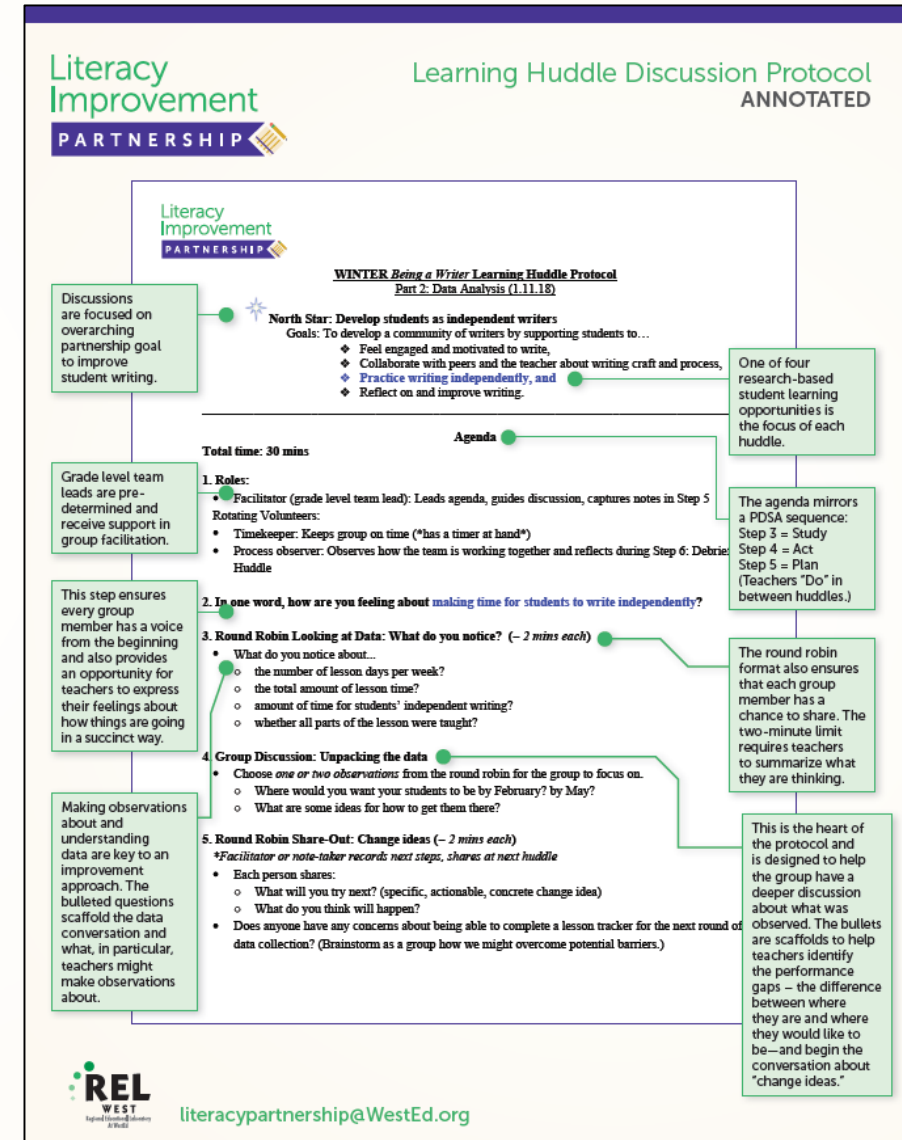
Learning Huddles: Key Features

- Thirty-minute discussion protocol in grade-level teams
- Guided by grade-level team members with specific roles
- Focused on a research-based topic
- Grounded in reflecting on practice with evidence
- Equitable talk



Learning Huddle Structure and Design

1. Roles and norms
2. One word check-in
3. Round robin:
 - Analyze instructional data
4. Discussion:
 - Unpack one data set
5. Next steps: Change ideas



Data Collection: Lesson Time Trackers

| Grade: 4 | | | | | | | | | | |
|--|------------|------|-----|--------------------------------------|------------------------------------|-----------------------|---------------------------------------|--|----------------------|------------------------|
| Date (e.g. 4-25-17) | Unit | Week | Day | Total Lesson Time (minutes) | Getting Ready to Write (Y/N) | Writing Time (Y/N) | Sharing and Reflecting (Y/N) | Time students spend writing (minutes) | Notes about the day | Median Writing Time |
| 11/1/17 | Expository | 2 | 3 | 40 | Y | Y | Y | 11 | After lunch | 13 |
| 11/2/17 | Expository | 2 | 4 | 35 | Y | Y | Y | 15 | | |
| 11/3/17 | Expository | 2 | 5 | 35 | Y | Y | N | 8 | Conflict from recess | |
| 11/6/17 | Expository | 3 | 1 | 30 | Y | Y | N | 5 | Conflict from recess | |
| 11/7/17 | Expository | 3 | 2 | 40 | Y | Y | Y | 15 | | |
| 11/8/17 | Expository | 3 | 3 | 35 | Y | Y | N | 10 | | |
| 11/9 | Expository | 3 | 3 | 30 | Y | Y | Y | 15 | Conflict from recess | |
| 11/20 | Expository | 3 | 4 | 40 | Y | Y | Y | 20 | | |
| Change idea: adhere to timeline for all 3 parts of the lesson, plan out timing ahead of time | | | | | | | | | | |
| 11/21/17 | Expository | 3 | 5 | 25 | N | Y | Y | 20 | Class party | |
| 11/27 | Expository | 4 | 1 | 45 | Y | Y | Y | 20 | | |
| 11/28/17 | Expository | 4 | 2 | 40 | Y | Y | N | 15 | | |
| 11/29/17 | Expository | 4 | 3 | 45 | Y | Y | N | 20 | | |
| 11/30/17 | Expository | 4 | 4 | 45 | Y | Y | Y | 25 | | |
| 12/1/17 | Expository | 4 | 5 | 35 | Y | Y | Y | 15 | | |

| Date | Unit | Week | Day | Total Lesson Time (minutes) | Getting Ready to Write (Y/N) | Writing Time (Y/N) | Sharing and Reflecting (Y/N) | Time students spend writing (minutes) | |
|---------|------|------|-----|--------------------------------------|---------------------------------------|--------------------------|---------------------------------------|--|----|
| 4-27-17 | 2 | 1 | 3 | 45 | Y | Y | N | 15 | |
| 2-20 | 2 | 3 | 5 | 45 15+30 | student ✓list Y | 15+Y | 5-A-Day 15 | 15 | |
| 2-21 | 2 | 3 | 6 | 25 5+10+15 | N | 5 | N done | 10 | 15 |
| 2-22 | 2 | 4 | 1 | 20 | N | N | Y | 0 | |
| 2-22 | 2 | 4 | 1 | 20 | Y | Y | N | 15 | |
| 2-23 | 2 | 4 | 1 | 15 | N | Y | Y | 15 | |

Data Collection: Conferring Trackers

| | Date | 3-2-18 | 3/1/18 | 3/5/18 | 3/6/18 | 3/7/18 |
|---------------|---|--------|--------|--------|--------|--------|
| | Unit, Week, Day | 4-1-3 | | | | |
| Student Names | Teaching Point | | | | | |
| | | | | | | |
| Triston | Finishing rough draft, well organized. Discussed some elaboration on supporting details | | | | x | |
| Ethan | Discussed organization of first paragraph and stating reasons first, before elaborating in the body of the writing | | | | x | |
| Haley | Finished draft, well organized. Discussed correct use of apostrophes/ tends to use them for plurals as well | | | | | |
| Chantelle | Finished opinion essay – good organization, conferred on spelling | | | | | |
| Ty | Organization is OK, conferred about more than one reason and more elaboration for the reason given. Prompted to think how video games can help prepare for the real world | | | | | |
| | | | | | | |

Times Conference

| | |
|---|-------------------|
| <p>Revised dates</p> <p>Level 1- Students who need to produce more writing</p> <p>Gio</p> <p>Alonso</p> | <p>✓</p> <p>✓</p> |
|---|-------------------|

| Times Conferenced with Students | | | | | | | | | |
|--|-----|-----|-----|-----|------|--|--|--|--|
| Personal | 2/2 | 2/5 | 2/6 | 2/8 | 2/15 | | | | |
| Level 1- Students who need to produce more writing | | | | | | | | | |
| Gio | ✓ | | ✓ | | ✓ | | | | |
| Alonzo | ✓ | | ✓ | | | | | | |
| Quinten | | ✓ | | ✓ | ✓ | | | | |
| Gabby | | ✓ | | ✓ | | | | | |
| Alexia | | ✓ | | ✓ | | | | | |

Writing Conference Bookmark

Name: *Hannah*
 Unit: *Poetry*
 Grade: *6th*
 Teacher:

What I am working on:

*Poetry - what it
 smells, feels, looks,
 and sounds like.*

Example:

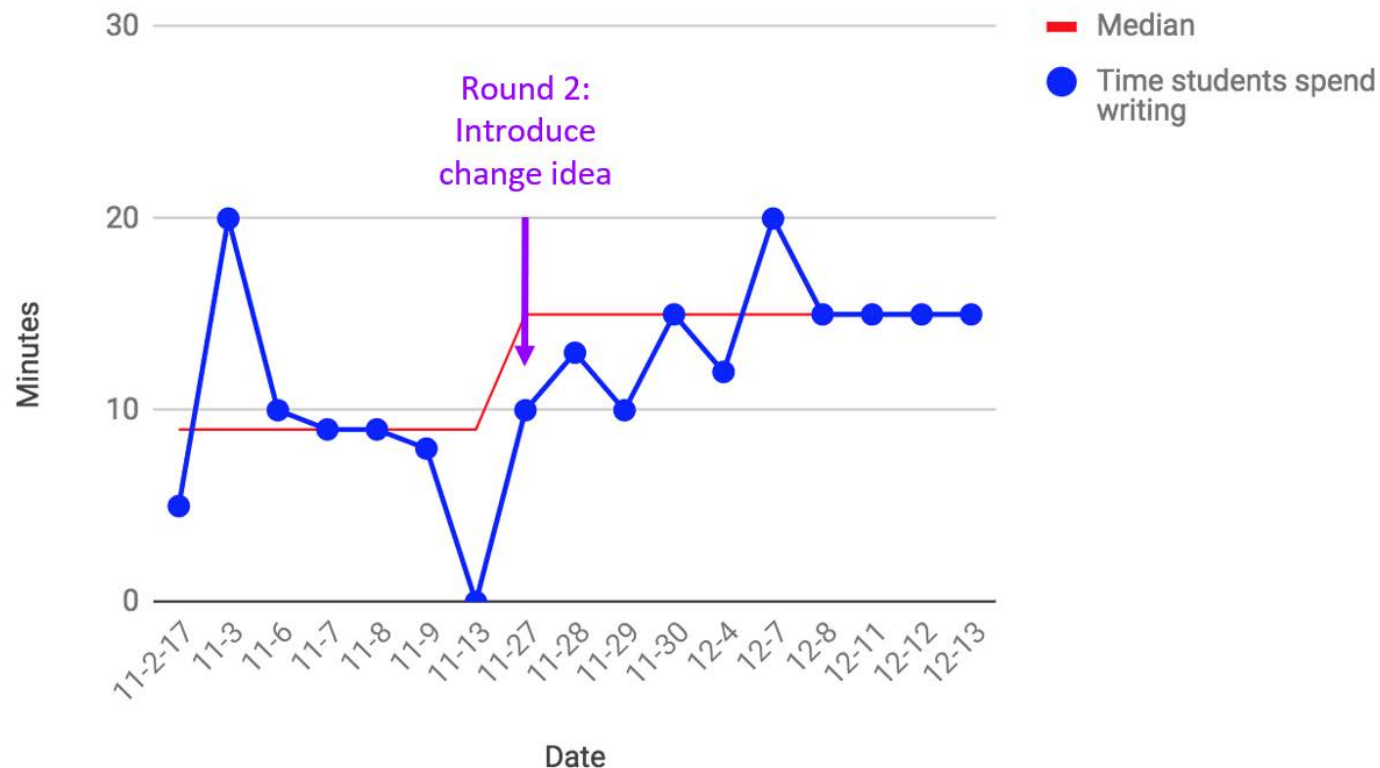
Publish

Touchpoints - Dates

4/20

Data Displays: Time Tracking in First Grade

Teacher A: Time students spend writing per writing lesson, Nov 2-Dec 13



First grade teacher's change idea:

Plan for only one or two “teachable moments” in order to reduce teacher talk.

What's different about learning huddles



Your turn

Chat: What questions do you have about the learning huddle protocols?

Chat: In your experiences with teacher inquiry, how is this inquiry cycle similar or different?

**What have we learned
so far?**

Challenges

- Discussion facilitation skills vary
- Protocols are both supportive and constricting
- Teachers struggle with analyzing and learning from data
- Data collection is time-consuming
- Cultivating an improvement mindset

Successes

Teachers are...

- Highly engaged in the learning huddles
- Collecting data about their own practice
- Noticing things in their practice they didn't notice before (tracking itself is a powerful change idea)
- Reflecting on their instruction in new ways
- Making measurable changes to their practice
- Developing an improvement mindset
- Sharing change ideas with colleagues

Teachers as Learners

Professional development VS....

- Once or twice a year
- Compliance
- Experts are outside the classroom
- One size fits all, limited choice
- Accountable to leaders
- Individual learning
- Knowledge is delivered

Professional learning to improve

- Regular and ongoing
- Commitment
- Experts are inside and outside the classroom
- Choice, agency
- Accountable to students
- Individual and collective learning
- Knowledge is developed over time through testing changes

Teacher Voices

“One thing we noticed...from tracking last week [is that] we let things get in the way [so there’s] not enough time for writing...we were getting started late so kids weren’t having enough time to write.”

“Tracking helps to make sure I get all the parts of the lesson and see how much time I spend on all of the lessons.”

“[We] noticed we weren’t getting to sharing and reflecting so kids don’t get a chance to hear from each other; our lessons are top-heavy, more teacher-centered than student-centered.”

Thank you!



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The Regional Educational Laboratory West (REL West) at WestEd provides scientifically valid research findings that help meet the education needs in Arizona, California, Nevada, and Utah.

Our staff draw from existing high-quality research, as well as conduct research and development projects and experimental studies. We also help stakeholders interpret evidence and build their own research capacity.

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