

15th Annual  
Hawker Brownlow  
**Thinking &  
Learning**  
Conference

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**PETE HALL**

**SUNDAY 20 MAY**

**Session 1**

**Feedback That Feeds Our Teachers**

**MELBOURNE**

# PETE HALL

**Pete Hall** is a dynamic educator, speaker and author. Pete served five years as a teacher, two years as an assistant principal and 12 years as a principal. He worked exclusively in Title I schools, including Anderson Elementary School, a turnaround school in Reno, Nevada. For his tenacious and courageous leadership, Hall has been honoured with ASCD's Outstanding Young Educator Award (2004), Nevada's Martin Luther King Jr. Award (2005) and Phi Delta Kappan's Emerging Leaders Award (2009), among others. He was appointed to the Nevada Governor's Commission on Excellence in Education in 2005 and was selected to sit on the National Education Association's Great Public Schools Indicators Advisory Panel in 2010.



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EDUCATIONHALL

## proudly presents Pete Hall



**Leadership Coach \* Educational Author \* Dynamic Speaker**

For 12 years, Pete Hall served as a principal in three schools. Each of the three (Anderson Elementary School in Reno, Nevada; Sheridan Elementary School in Spokane, Washington; and Shaw Middle School in Spokane, Washington) earned awards for their improvement, growth, and achievement levels under Hall's leadership.

Now, as a *Professional Development Agent*, Pete has focused his life's work on building the capacity of educators worldwide...so they can have the tremendous positive impact on their students they are meant to have. Through workshops, keynote addresses, mentoring, and other avenues, Pete has connected with thousands of educators in over 40 states and around the globe. He is affiliated with a half-dozen speaking agencies and is co-owner (with his wife, Mindy) and Executive Director of EducationHall, LLC.

"Pete's support was consistently supportive. He trusted me and provided the follow-through that gave me the courage to excel."

Amanda R., Principal

"Amazing and practical workshop! I am motivated to continue my journey to help others become even more successful in our field."

Patty G., Staff Development Specialist

Pete lives according to a simple mantra, "Always strive to be a better you." Taking this philosophy into his coaching, leadership, and personal interactions, he exudes optimism, energy, and all-out effort towards clear and viable goals. Described as relentless, enthusiastic, and incorruptible, Pete is driven by continuous growth, ongoing learning, and supporting the achievement of others.

Pete's written works include over a dozen articles on leadership and 7 books: *Creating a Culture of Reflective Practice* (ASCD, 2017), *Fostering Resilient Learners* (ASCD, 2016), *The Principal Influence* (ASCD, 2016), *Teach, Reflect, Learn* (ASCD, 2015), *Lead On!*

*Motivational Lessons for School Leaders* (Eye On Education, 2011), *Building Teachers' Capacity for Success* (ASCD, 2008), and *The First-Year Principal* (Scarecrow Education, 2004).

In addition to his education work, Pete and his wife recently launched Strive Success Solutions, a consulting firm dedicated to helping people and organizations accomplish their goals. With a client list that includes school leaders, teachers, professional athletes, weekend golfers, stand-up comedians, firefighters, business executives, custodians, and more, Pete believes success is within everyone's reach.

The reflective tendencies of teachers along the Continuum of Self-Reflection

Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<ul style="list-style-type: none"> <li>• Demonstrates little or no awareness of instructional reality in the classroom</li> <li>• Engages in little or no self-initiated reflection</li> <li>• Defines problems or challenges inaccurately</li> <li>• Sees surface-level events and classroom elements</li> <li>• Collaborates infrequently with colleagues</li> <li>• Focuses on routine</li> <li>• Exhibits the best of intentions</li> <li>• Expresses confusion about own role in learning</li> <li>• Focus is on the job itself—the <i>act</i> of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a consistent “knowing–doing” gap</li> <li>• Reflects when prompted by others</li> <li>• Offers external explanations for problems or challenges</li> <li>• Makes generalizations in observations about classroom reality</li> <li>• Collaborates inconsistently with colleagues</li> <li>• Tends to operate with strong habits and comfortable practices</li> <li>• Becomes easily distracted from goals</li> <li>• Disregards others’ ideas</li> <li>• Focus is first on <i>self</i></li> </ul>	<ul style="list-style-type: none"> <li>• Commits to taking steps to affect student learning outcomes after teaching</li> <li>• Engages in reflection before and after teaching</li> <li>• Evaluates problems or challenges objectively</li> <li>• Notices trends and themes in student performance and classroom elements</li> <li>• Collaborates on a limited basis with colleagues</li> <li>• Seeks to incorporate research-based concepts and strategies</li> <li>• Gravitates toward a particular structure or strategy</li> <li>• Struggles to identify solutions to long-term problems</li> <li>• Craves feedback from trusted partners</li> <li>• Focuses on the <i>science</i> of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts responsibility for the success of each student and for ongoing personal growth</li> <li>• Reflects before, during, and after taking action</li> <li>• Modifies lessons and plans to meet students’ varied needs</li> <li>• Dissects lessons and learning to reveal options for improvement</li> <li>• Pursues opportunities to work and learn with colleagues</li> <li>• Maintains a vast repertoire of instructional strategies</li> <li>• Recognizes that there are multiple “right” courses of action</li> <li>• Thinks globally, beyond the classroom</li> <li>• Focuses on the <i>art</i> of teaching</li> </ul>

Source: Hall & Simeral: *Creating a Culture of Reflective Practice: Capacity-building for schoolwide success* (ASCD, 2017).

ASCD APPENDIX B: ADMIN FEEDBACK TO TEACHER BY STAGE

<b>Unaware Stage</b>	<p><b>OVERALL GOAL: To create awareness for change and foster a desire to learn</b></p> <ul style="list-style-type: none"> <li>• I noticed you used <i>Strategy X</i>, and it was effective; use it whenever you want your students to <i>XX</i>.</li> <li>• Terrific job attempting <i>Longer Wait Time</i>; next time, <i>count to five in your head before calling on a student</i>.</li> <li>• I observed <i>four students engaged in side-talk</i>; try asking them to <i>turn to their partner</i> to regain their focus.</li> <li>• You have a real talent for <i>complimenting students</i>; use that to <i>praise their ideas, not just penmanship</i>.</li> <li>• In this lesson, you were <i>suggesting great reading strategies</i>; however, <i>few students stopped working to listen</i>. Try this: <i>Insist that all students drop everything when you ring a chime in the room</i>.</li> <li>• Judging by the look on your face, <i>that transition did not go as smoothly as you planned</i>; come see me when you get a minute and we'll talk about some strategies to use.</li> <li>• There are students in this class <i>working on tasks that are giving them a lot of difficulty</i>; it's time to start <i>investigating methods for meeting individual students' needs</i>.</li> </ul>
<b>Conscious Stage</b>	<p><b>OVERALL GOAL: To motivate and show how to apply pedagogical knowledge consistently</b></p> <ul style="list-style-type: none"> <li>• I noticed you used <i>Strategy Z</i>, and it was effective. Why do you think it worked so well?</li> <li>• Let's talk about goal-setting. <i>Classroom management</i> seems to be an area that you're working on; perhaps that is a good place to start our conversation.</li> <li>• I see you're attempting <i>Strategy Y</i>; what support can I provide to help you keep that focus?</li> <li>• Yesterday I observed your students <i>working cooperatively</i>; today they are <i>working independently</i>. How did you determine the lesson structure for these classes?</li> <li>• One of your individual goals is to <i>increase active student engagement rates</i>; during my time in class today I observed 15 minutes of <i>lecture format</i>. How can you get back to your successful strategies?</li> <li>• This was a fun lesson to observe. Did the students <i>understand the Learning Objective</i>? How do you know?</li> <li>• Your <i>interaction with students was very positive and encouraging today</i>; keep it up! You'll see the gains!</li> <li>• Three students <i>seemed perplexed by your questioning</i>; why do you think that happened? What can you do?</li> </ul>
<b>Action Stage</b>	<p><b>OVERALL GOAL: To build on experience and help strengthen expertise</b></p> <ul style="list-style-type: none"> <li>• I noticed you used <i>Strategy L</i>; was it effective? How do you know?</li> <li>• Terrific job <i>asking higher-order thinking questions</i>; did that contribute to <i>a deeper understanding of the material</i>? How can you tell? What does this tell you about your <i>questioning strategies</i>?</li> <li>• When and how do you decide <i>which questions to ask students</i>?</li> <li>• What are some strategies you can use to <i>engage some of your reluctant writers</i>?</li> <li>• I know you <i>gave a pre-assessment before this math unit</i>; how closely is this lesson <i>related to the results of that formative assessment</i>?</li> <li>• Today your students were <i>busy with a lot of worksheet tasks</i>; you have told me you believe in <i>paper-and-pencil activities</i>. How can you better blend that goal with the students' goal of meeting learning targets?</li> <li>• You told your students <i>not to talk during the review activity</i>; what would happen if you allowed them to <i>investigate their answers together</i>? Would they be any less prepared for the final test?</li> <li>• Many of your students <i>received papers from you with comments you wrote</i>; do you think a lot about the <i>feedback you give students</i>? This might be a good topic for a Book Club – would you be interested?</li> </ul>
<b>Refinement Stage</b>	<p><b>OVERALL GOAL: To encourage long-term growth and continued reflection</b></p> <ul style="list-style-type: none"> <li>• In today's lesson you <i>asked terrific follow-up questions</i>; are these <i>planned in advance, or off the cuff</i>?</li> <li>• I read a great article in <i>Educational Leadership</i> about <i>this</i>; I'll put a copy in your mailbox – let me know what you think about it.</li> <li>• During this lesson, your teaching <i>engaged students in a variety of formats</i>; however, there were still two students that <i>appeared disengaged throughout</i>. What is your explanation, and what can you do differently to reel them in?</li> <li>• I'm not sure I understand the <i>way you've grouped students for this assignment</i>; can you explain your thinking to me?</li> <li>• I observed virtually the same lesson yesterday in <i>Teacher G's classroom</i>, and she <i>did it a different way</i>. This might be a good idea to participate in a lesson study to compare methods and results. Would you like me to facilitate that discussion?</li> <li>• This was a good example of <i>bringing the lesson to life</i>; would you be willing to share it (and its results) with your grade-level colleagues?</li> </ul>

ASCD: *The Principal Influence: A framework for building leadership capacity* (Hall, Childs-Bowen, Cunningham-Morris, Pajardo, & Simeral, 2015). Adapted and reprinted from pg. 148 of Hall, P. & Simeral, A. (2008). *Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders*. Alexandria, VA: ASCD.

## ASCD APPENDIX B: ADMIN FEEDBACK TO TEACHER BY STAGE

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ASCD: *The Principal Influence: A framework for building leadership capacity* (Hall, Childs-Bowen, Cunningham-Morris, Pajardo, & Simeral, 2015). Adapted and reprinted from pg. 148 of Hall, P. & Simeral, A. (2008). *Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders*. Alexandria, VA: ASCD.



**Instructional Rounds notetaker**

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**Purpose of Instructional Rounds:** The purpose of the rounds is to build collective capacity, **not evaluation**. It is intended to develop the clinical eye of educators, identify strengths, weaknesses, and trends in their buildings, and inform professional development decisions to strengthen instruction and enhance learning. Through the Instructional Rounds process, educators will reflect upon high-yield strategies, engage in rich reflective dialogue with colleagues, and strategize ways to improve individual and collective performance.

**Look-For focus** (what is the focal point of the observations?):

**Noticings** (record **factual** observations and descriptive notes here – no opinions or judgments):

**Wonderings** (record questions and/or thoughts here):

**Teacher’s current stage** on the Continuum of Self-Reflection:

**Reflective prompts** to generate deeper reflective thought (connected to the look-for and/or teacher’s goal):

Based on the *Building Teacher Capacity* model created by Hall & Simeral (ASCD, 2008, 2015, 2016, 2017).





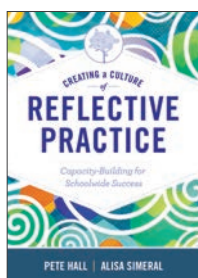




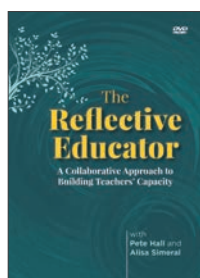


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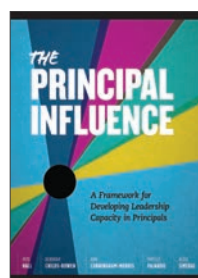
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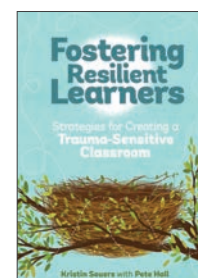
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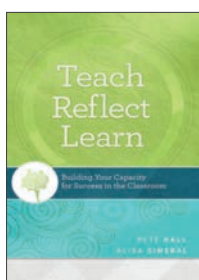
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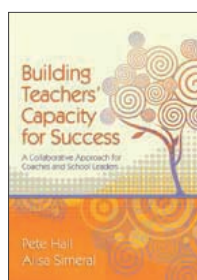
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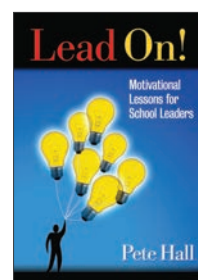
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