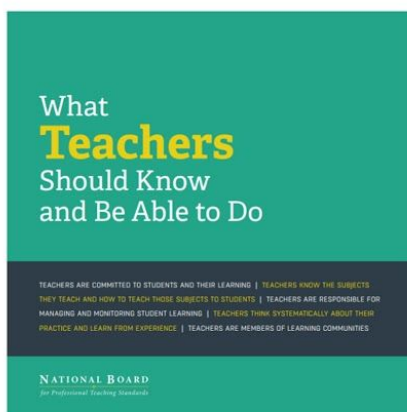


BOOK STUDY



What Teachers Should Know and Be Able to Do

Created by KentuckyNBPL
2018



This guide is designed as a professional development resource for the study of “[What Teachers Should Know and Be Able to Do](#)” for the purpose of improving educators’ abilities to increase student learning. It can be used either to facilitate book study sessions or as a learning experience for a professional learning community (PLC).

Requisites

- Membership should be voluntary but inclusive.
- Decide on a meeting schedule, meeting place and what will happen after the book is read. It is recommended that meetings last no more than one hour and be held at a consistent time and place.
- Select a facilitator who will be responsible for keeping the group on task and helping manage the meetings.
- Encourage and guide conversations as part of the book study. Members of the group share insights, ask questions about the text, and learn from other. It is important to talk about how ideas can be applied directly in the classroom and how to overcome any potential obstacles.
- Establish norms and ensure that silences are respected as part of the reflection process.

Adapted from [Practical Leadership Improving the Schools of Today Inventing the School of Tomorrow, Conducting a Book Study](#)

Norms

These norms are used by National Board consistently. If you choose to use them, ask participants to choose one norm that speaks to them and allow a few minutes for reflection and discussion.

Service: Assume the best of intentions. First seek to understand, then to be understood.

Community: Be vulnerable and authentic. Be willing to accept others in their vulnerability. Stand up and step back.

Growth: Own your own learning. Be willing to dive in. Be willing to challenge (yourself and others) respectfully. Be courageous!

Results: Keep your eyes, mind, and heart on what you are trying to accomplish.

Reflect: Think deeply and carefully about the work as a whole and your contribution.

Joy: Remember to find joy in the work.

Group roles:

- Facilitator/ Reporter:
 - Prompts the group to be self-accountable
 - Reminds everyone of the norms
 - Reminds the group to address misconceptions and/or concerns
 - Asks the group to summarize, and asks for questions.
 - Asks the group to [evaluate the professional learning](#) using this guidance or by creating their own
- Recorder
 - Captures the day’s summary
 - Sends minutes of the meeting to the group
 - Schedules the meetings and maintains calendar
- Time Keeper
 - Tracks the time so discussion continues

Post the roles and the norms on a chart at every meeting.

The group should be small enough to facilitate discussion and engage even the quietest participant.

Set Dates for the Next Meeting

Always leave knowing when you will meet again and who will facilitate.

Engage in Reflection

Stop from time to time to reflect on what you are learning and how you might make your group's interactions more productive. Check regularly with your group to make sure that they are learning from this experience and how they plan on implementing/adapting this acquired knowledge in their classroom with their students. As you establish group norms, you may want to include ways to invite participants, at the beginning of each subsequent sessions, to share how they have applied their learning and have the group reflect on its effectiveness on their own students.

Celebrate Learning

Enjoy each other's discoveries, ah-ha moments and successful applications. Develop a collaborative community of reflective learners and effective practitioners. Encourage participants to continue this reflection and conversation long after the book study is finished.

Pacing

Although the guide covers the Core Propositions in the order they appear in the book, feel free to let the group decide what is the best fit for them. For example, you may want to use two sessions to cover one chapter or combine chapters into a single session. You can mix up the order if you feel that will build a better connection with the content. Also, while the guide offers a range of discussion topics, remember that this is not an exclusive list. At each session, assess the needs and desires of the participants and allow time to focus on these topics.

Charts:

The charts on pp 2-6 are designed for use at every session for note-taking, assessment and reflection. The mode of engagement is determined by the learning needs of the group (see Modes of Delivery section).

- **Before discussion**, the Triangle-Circle-Square chart:
 - asks participants to reflect on their learning and process information presented in the session
 - encourages participants to pick out important pieces of information and to question what they don't understand
 - is a tool that is used by facilitator to gauge understanding and determine what needs to be re-visited in future sessions
- **During discussion**, the Stop-n-Go Reflection:
 - encourages participants to make decisions as a key element to success
 - engages participants to reflect on what is learned and to begin planning for implementation which counteracts tendencies toward passivity and procrastination
- **After discussion**, 3-2-1 Reflection:
 - is a formative assessment, used by the book study facilitator, to determine what participants have learned about their level of individual engagement, and how they are reflecting in the success in their classroom implementation.
 - can be used as a source of evidence documenting observable continued improvement in practice that can be shared with peers, mentors, and/or with evaluators. (See Next Level Integration section)
- **Optional:** CASH can be used:
 - individually before, during or after the book study session
 - in a group using large format chart paper for participants to engage in the reading by writing their reflections

Book Discussion Guide

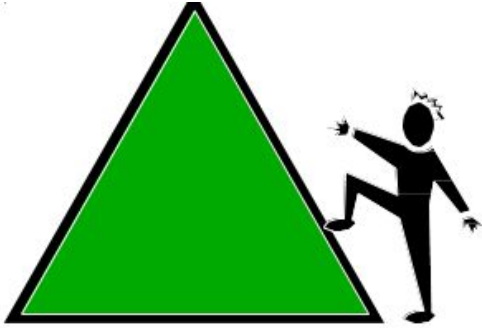
What Teachers Should Know and Be Able to Do: The 5 Core Propositions

Section: _____

Date: _____

Prior to the Session (individual work)

Triangle-Circle-Square Reflection



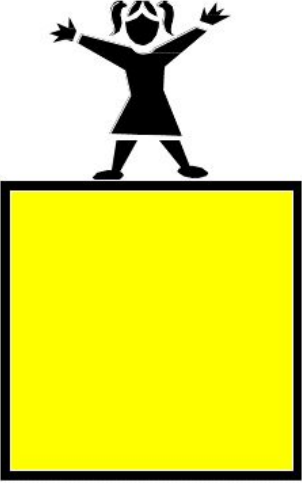
What new idea(s) did you discover in your reading?

List at least three important “points” from this chapter.






Based on this chapter, what is something that is “rolling” around in your mind?

What questions would you like to ask the group about the reading?

	<p>What “squares” with your beliefs from this chapter?</p>
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During the Discussion (with other participants)

<p><u>Stop-n-Go Reflection</u></p> 	<p>What are the key points made by group members during the discussion? What do you need to stop and think about?</p>
	<p>What cautions (Causes of Death*) are you thinking about as you consider implementing the strategies you read about in the chapter? What new learning about instruction did you take away from the discussion?</p> <p>*see Extension of Conversations</p>

	<p>What is your starting point for this coming week based on your reading ?</p>
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After the Discussion (Individual reflection or with mentor)

3-2-1 Reflection



List three important ideas that focused your planning and implementation from the last book study session.
What new knowledge/skill are you “practicing” as a result in order to improve your students’ outcome.



List two things in the reading that have inspired you to transform your practice for the benefit of your students’ learning..



Identify the reason behind a successfully implemented practice based on last week’s reading.
How is your progress reflected in your students’ learning and outcome? In other words, what is your proof?

Adapted from [Quiet Leadership: Six Steps to Transforming Performance at Work](#) book by David Rock .

For Individual Reflection (optional- Before During and After session)

<p><u>Cash on Learning</u></p> <p>Cognitive</p> <p>C</p>	<p>I learned...</p>
<p>Affective</p> <p>A</p>	<p>I'm feeling...</p>
<p>Surprise</p> <p>S</p>	<p>I was surprised by...</p>
<p>Help</p> <p>H</p>	<p>I have a question about...</p>

Potential Protocols

The use of protocols and probing questions are meant to guide discussion and enhance the safety of learning environments. Unstructured questioning and discussion can be overwhelming to adult learners in professional settings. Below are tested protocols that have been shown to successfully structure discussion and deepen learning.

Preface by Lee S. Shulman and Introduction: "By teachers, for teachers."

Protocol: Expense Account

Set Up: Each person in the group gets 3 tokens (pennies are easy to use).

Procedure:

- Facilitator explains activity and begins with the first open-ended question about the assigned reading
- Each time someone speaks, they put a token in the center of the table.
- If they don't have any tokens left, they can't speak. When everyone is out of tokens, everyone can retrieve their tokens and start the process over (with the same or new question).
- Recorder records conclusions in group journal.

Probing Questions:

- The catalyst for creating the National Board came from a desire to professionalize teaching. Has that been accomplished?
- What strides have been made?
- What does the caveat "by teachers, for teachers" mean?

Core Prop 1 Teachers are committed to students and their learning.

Protocol: Silent Webbing

Set up: Large pieces of chart paper, variety of thin-tipped colored markers

Procedure:

- Facilitator leads discussion on what the group perceives were the main ideas of the assigned reading -- two or three.
- Those main ideas become the center of each piece of chart paper, or spaced out in the center of the butcher paper.
- Each participant takes one marker and, silently adds thoughts, comments and reflections on each main idea. Participants can add to the main idea "web" or add reflections on other ideas. This "silent discussion" continues as long as needed.
- When the writing stops, the facilitator brings group together for oral discussion on concluding or prevailing thoughts and discoveries. Recorder records conclusions in group journal.

Probing Questions:

- What role might establishing relationships play in student learning?
- How might the teacher's knowledge of individual or groups of students impact the classroom?
- How is treating students "fairly" or "equitably" explained? Does it translate as "equal"? Explain.
- How might this knowledge of students help teachers facilitate the ownership of learning by students (exa. student agency)?
- Read the last two paragraphs of *Teachers Know Their Mission Transcends the Cognitive Development of Their Students* (pg 16). How might intentionality affect students' understanding of the learning process?

Core Prop 2 Teachers know the subjects they teach and how to teach those subjects to students.

Protocol: Round Robin

Set up: Entire group seated in a circle, one Recorder, and one appointed Facilitator to keep members on track. Other group members are present with their notes.

Procedure:

- One group member begins discussion with a statement that begins with “I learned,” “I realized,” or “I now know” and shares something from the assigned reading that appealed to them. Refrain from evaluative statements such as “I think,” “I feel,” “I believe.”
- When Group Member 1 is done, attention turns to his or her left. This member can either add on to Group Member 1’s statement, or begin a new statement of what he/she learned.
- Discussion continues in this fashion until every member has spoken at least twice. Group norms can determine if someone can “pass” one turn until later.
- When discussion is concluded, Recorder records a summary of the meeting in group journal.

Probing Questions:

- How might you define differentiated instruction?
- What are some of the ways, or instructional strategies, that you use currently meet the needs of individual students and your whole class?
- What might it look like to foster critical thinking in your students?
- And how do you help them connect learning across subjects/disciplines?
- How might you utilize technology to foster or deepen student learning?
- How does your style, strategies, and classroom promote a way of thinking and understanding that will continue to develop over time?

Core Prop 3 Teachers are responsible for managing and monitoring student learning.

Protocol: Top 10 List

Set Up: One Recorder at the board, and one Facilitator to keep members on track. Other participants present with their notes.

Procedure:

- Group members take turns sharing interesting facts, opinions or points they learned from the assigned reading.
- Recorder records as concisely as possible.
- Facilitator can allow discussion to occur, but prevents discussion from going too far off topic.
- When everyone is done sharing, the group evaluates their work and directs Recorder to consolidate or eliminate notes.
- Then the list is ranked from least important (10) to most important (1) of concepts cleaned from the chapter.
- A cleaned up version of the notes is made available to all group members.

Probing questions:

- “Accomplished teachers examine pedagogical issues regularly and reflect on their practice so that they use classroom time constructively.” What pedagogical issue have you recently examined and upon reflection, what are some changes that you made?
- How does the set up and learning environment of your classroom reflect the needs of your students?
- How does the environment help guide and support both student behavior and learning?
- What, or who, might be some of the instructional supports you engage for your students?
- What are some strategies you use to motivate and engage students in the learning process?
- Once engaged, what are some strategies you use to monitor their performance?

Core Prop 4 Teachers think systematically about their practice and learn from experience.

Protocol: Q and A

Set up: Index cards, writing utensils

Procedure:

- Each group member writes one open-ended question on the front of one index card about the assigned reading. The questions should be higher-order, but not evaluative.
- Each group member will talk to every other group member asking their questions to each other. Participants will reflect on the answers to each question, and write interesting and unique responses on the back of the index card.
- When every question has been asked and answered, the group will come together as a whole. Facilitator will lead whole group discussions on concluding or prevailing thoughts, discoveries and revelations.
- Recorder records conclusions in group journal.

Probing Questions:

- Teachers often face, and must balance, competing goals. What are some ways this manifests itself in your classroom?
- What might be some strategies that exemplify your flexibility as you negotiate these goals?
- How do you cultivate your own learning?
- How do you model for students the virtues and intellectual capacities you hope to foster in them?

Core Prop 5 Teachers are members of learning communities and Conclusion

Protocol: Affinity Map

Set up: chart paper, Post-its for everyone, writing utensils

Procedure: Facilitator begins with asking an open-ended analytic question that asks for defining elements of something, or that has many answers and thereby provides many points of entry for deepening a conversation. Consider choosing from the list of probing questions below.

- Participants write one idea in response per post-it note. Instruct them to work silently on their own.
- Then, in silence, put all post-it notes on the chart paper.
- Organizing: Reminding participants to remain silent, have them organize ideas by “natural” categories. Directions might sound like this: “Which ideas go together? As long as you do not talk, feel free to move any post-it note to any place. Move yours, and those of others, and feel free to do this. Do not be offended if someone moves yours to a place that you think it does not belong, just move it to where you think it does belong – but do this all in silence.”
- Once groups have settled on an organization method, ask them to converse about the categories and come up with a name for each one.
- Debrief, and have an open discussion using open-ended questions such as: What do you notice? Were there any surprises? What do you not see that you think it missing? Were there any surprises?

Probing Questions:

- How do you connect with others outside of the boundaries of your classroom?
- How do your connections contribute to the quality and effectiveness of your school?
- How does your work with other educators promote equity in learning for students?
- How have you established two way communication channels?
- How have you engaged parents as partners in their child’s learning?
- How has it impacted student learning?
- What are your thoughts on the Professional Career Continuum?
- Where do you see yourself currently and why? What are your next steps?

Suggested Modes of Delivery

Face to face:

- Prior to each session print new packet for each participant including:
 - the three charts
 - appropriate Probing questions for each section of the book study
- Print attendance sign-up sheet
- Bring large format chart paper and highlighters
- Materials as described in each section

Digital

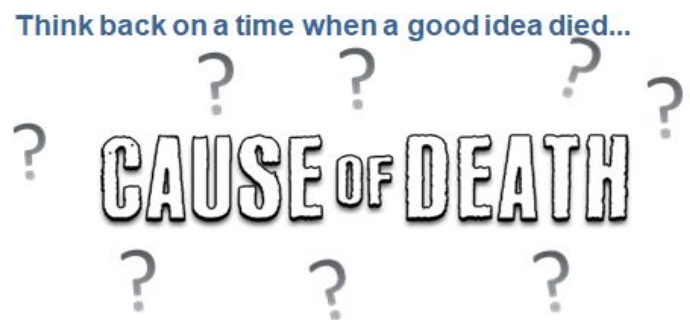
- synchronous
 - schedule digital meeting and record (Skype, Zoom, Google Hangouts, etc)
 - Facilitator explain protocols for digital interaction
 - use of camera and microphone
 - timing of interaction and reflection
 - use of chat
 - upload on shared digital platform the charts and probing questions so participants can access them before, during and after each sessions
 - timeline for sharing of session recording with each participant
- asynchronous
 - Pre-record protocols explaining how individual engagement will be assessed. For example, expectation for engagement with the group
 - upload on shared digital platform (google classroom) the charts and probing questions that each group member will complete and that can be downloaded by the facilitator
 - use interactive tool (for example, Padlet) that participants will use to collaborate and reflect

Extension of Conversations

Facilitator guides the participants to think back on a time when a good idea died. Individual reflection for a minute or two. Then table talk.

- FEAR of failure
- LACK of buy in
- Rules and regulations
- TOO much, TOO fast
- Lack of focus
- No monitoring
- LACK of communication
- "It's not what we've always done."
- "It didn't boost test scores."
- "It feels EXTRA."
- Bureaucracy - is it top down?
- Others don't have the vision - Why are we doing this?
- This TOO shall pass - I can wait this one out!
- Linked to a grant/award - funds may go away

Facilitator says: Be careful about these pitfalls when you plan



Next Level Integration

As you explore deeper applications to a specific problem of practice, you might be overwhelmed by the array of resources at your disposal to transform your professional practices. Now that you have completed What Teachers Know and are Able to Do, determine how this learning integrates into the goals established in your district and school improvement plans. Your new learning from this book study builds upon the foundational expectations currently in place within your school, district and state.

To help begin the next phase of your professional learning, consider visiting the [Kentucky National Board Professional Learning](#) website and examine the [resources glossary](#). It will help guide you to determine the next resource you may want to study related to the National Board.

The learning outcomes from this book study can be integrated positively into educators' evaluation and growth processes. As Kentucky educators, certified personnel are evaluated on a district determined evaluative cycle. As part of that cycle, most Kentucky educators will conduct self-reflection, create professional growth plans, be observed by evaluators to demonstrate their effectiveness. Additionally, educators will likely engage in [collaborative observation and feedback processes](#) with their peers. The work that you have completed as part of this book study can be included as an additional source of evidence in one's summative evaluation.

The outcomes from this learning can be used to demonstrate evidence of growth in a focus area from the performance criteria:

- Kentucky Framework for Teaching [KyFFT](#)
- Kentucky Framework for Teaching [KyFFT: Specialist Framework](#)
- [Kentucky Principal Performance Standards](#)

To help illustrate the alignment of the performance criteria to the National Board's 5 Propositions, please see the documents below:

- [Charlotte Danielson – Framework for Teaching Aligned to the National Board's Five Core Propositions](#) National Board Resource Center at Illinois State University Copyright © 2012 National Board for Professional Teaching Standards. All rights reserved.
- [Learning Forward - Standards Aligned to the National Board's Five Core Propositions](#) - Under development