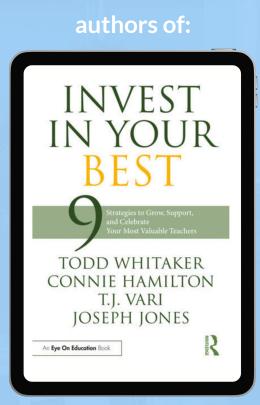
Live Webinar | Dec. 5, 2023 at 3pm ET A Principal's Playbook:

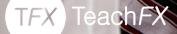
Two Key Practices to Retain & Support Your Teachers

Co-hosted by: Connie Hamilton, Ed.S., Joseph Jones, and Dr. T.J. Vari





TeachFX's mission is to promote more meaningful and more equitable classroom dialogue by empowering teachers with feedback on their instruction.









Three key research ideas underlie our work:

- 1. STUDENT TALK → Students need to speak in order to learn. (Holthuis et al., 2014)
- 2. EQUITY --> Vulnerable populations benefit the most from speaking in class but get far fewer opportunities to do so than their peers. (Ho, 2005)
- 3. FEEDBACK → To improve learning outcomes, teachers need frequent feedback on their instruction (Hill, 2020)



About the TeachFX model

• The TeachFX app

Teachers record with the TeachFX app, which has now been proven efficacious in three independent, large-scale RCT studies.

- Workshops with teachers Our Professional Learning team helps teachers use high-leverage practices and leverage TeachFX data in PLCs.
- Leadership team coaching We work with instructional leaders to achieve their goals and build ongoing capacity to support teachers.

Now let's take a look at a few moments from your lesson. As you listen to these moments, consider: What do you notice? What went well? What would you like to have done differently? LESSON OVERVIEW lere are 3 cards that visu "How many meters is that?" understand the learning of In this moment, you are leading a class discussion on unit conversions, specifically focusing on converting tudents had during the meters to centimeters and kilometers to meters You encourage student participation by asking them to explain their thought processes, which prompts a student named Charlie to share his understanding of the Lesson Design Cell Phone Algebra (Math conversion between meters and centimeters. student teacher silence · group S BEFFET Does this timeline a student learning? FEATURED MOMENT



Meet our co-hosts



Connie Hamilton, Ed.S. Author, Speaker, & Presenter



Joseph Jones, Ed.D. Superintendent New Castle County Vo-Tech School District



T.J. Vari, Ed.D. Deputy Superintendent of Secondary Schools & District Operations Appoquiniminik School District

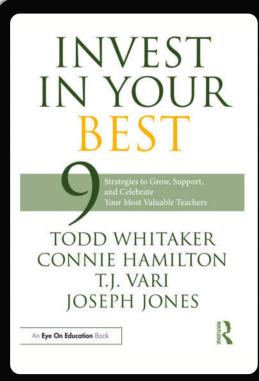


Joseph Hyun Head of Partner Success TeachFX



of educators say they plan to leave education sooner than planned.

According to the National Education Association, January 2022



Invest in your best?



Two Key Practices to Retain & Support Your Teachers

Data-Informed Feedback Personalized Professional Learning

TFX TeachFX

Data-informed feedback

Non-Evaluative

Low stakes for teachers to modify their own thinking and behavior

Objective

It's a snapshot of what happened, pre-interpretation.

Frequent

Teachers choose when to get feedback, and it's private to them



Principals share with us...

"I simply can't observe **every** classroom. I'm only able to focus on a few teachers at a time..."

"I want to give feedback to every teacher and in a way that feels more supportive than evaluative." "Our teachers are **so busy**, it's hard to imagine having **time** for meaningful reflection."



TeachFX empowers educators with data-informed feedback

☆ Insights

Se You had 12 minutes of student talk and 0 seconds of group conversations.

You asked 43 questions in total.

Here is the distribution of talk time in this lesson.

Teacher	16 min
Student Student	12 min
Silence	2 min
Group	0 min

Now let's take a look at a few moments from the lesson. As you listen to these moments, consider: What do you notice? What went well?

"Does anyone see this information and the second second

The amount of student talk and teacher talk

Here are 43 questions you asked in this lesson.

These moments provide an opportunity to Reflect on the questions you asked and their complexity.

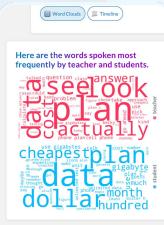
Reflect: How could you rewrite one of these guestions to differentiate it for different learners in your classroom?



Here are 23 focusing questions you asked in this lesson.

You can give students opportunities to articulate their thinking by asking focusing questions. This helps students better understand concepts and makes them feel valued in the classroom. Click

Teachers' use of questioning



Use of standards-aligned academic vocabulary

How can principals deliver data-informed feedback?

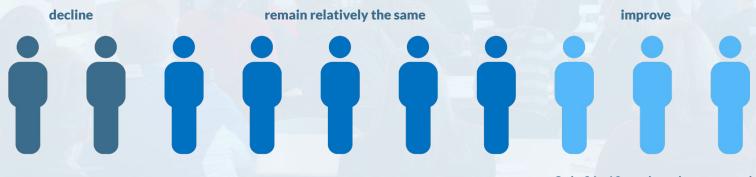


Why personalize professional learning?



One-size-fits-all PD is expensive, timeconsuming, and ineffective

Over several years, teachers saw their evaluations scores:



Only 3 in 10 teachers demonstrated substantial improvement.

Most teachers are marching in place - and some are even seeing their performance decline.

*TNTP: THE MIRAGE Confronting the Hard Truth About Our Quest for Teacher Development

What is personalized professional learning?



Effective, Personalized Professional Learning Is:

Explicit

No doubt on what is going to be learned, why it is important, and how it can be used in the classroom to support student achievement

Intentional

Teachers' skill development and the goals of the school are aligned

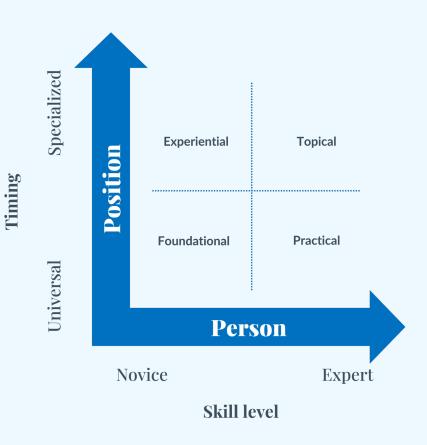
Continuous

A continuum of rigor: robust, diverse, and increasingly more rigorously applied

TFX TeachFX

Professional Learning Matrix





How can you personalize PL in ways that honor both your time and your teachers' time?



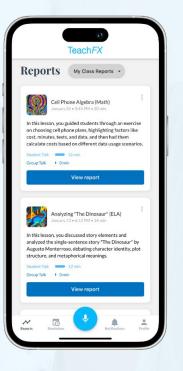


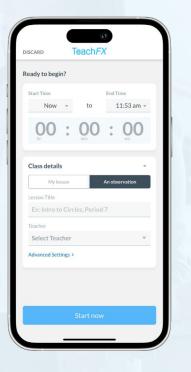
I THINK WHOEVER IS DOING THE MOST TALKING...IS DOING THE LEARNING. TEACHEX IS THE TOOL TO DO THAT.

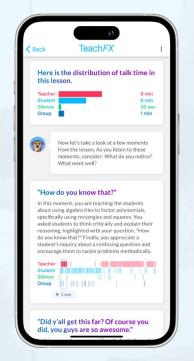
Anthony Reid Math Instructor, Howard HS of Technology Wilmington, DE

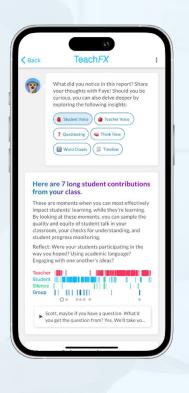


TeachFX app provides instructional insights









TFX TeachFX

Lesson Snapshot At-a-glance, see talk time stats, how many questions you asked, and a description of your lesson.

in this lesson, you discentence story "The Di analyzed the single-sentence story "The Di by Augusto Monterroso, debating characte identity, plot structure, and metaphorical meanings.





Here's a snapshot of what happened in this lesson.

In this lesson, you discussed story elements and analyzed the single-sentence story "The Dinosaur" by Augusto Monterroso, debating character identity, plot structure, and metaphorical meanings.

🔅 Insights

You had 12 minutes of student talk and 0 seconds of group conversations.

🙋 You asked 30 questions in total

Here is the distribution of talk time in



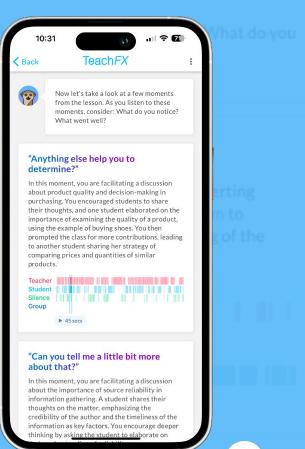
Now let's take a look at a few moments from your lesson. As you lister notice? What went well? What would you like to have done differently

Moments

Listen back to key moments from your lesson and reflect on what you hear.

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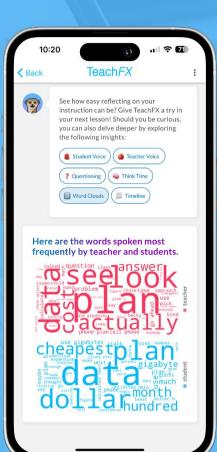
Group



Teach*FX*

Insights

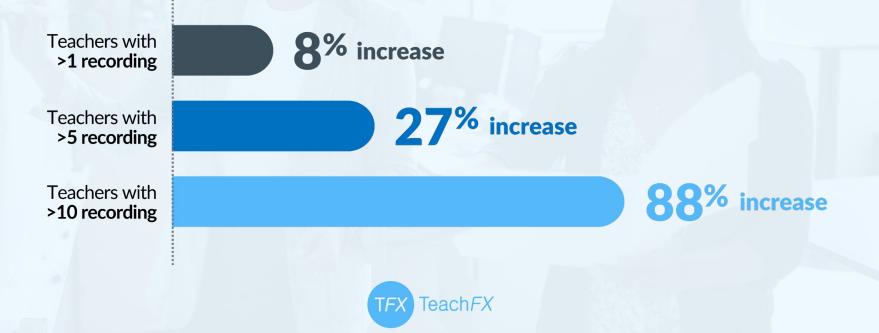
Dive deep into a range of TeachFX insights like Student and Teacher Voice, Questioning & Word Clouds.

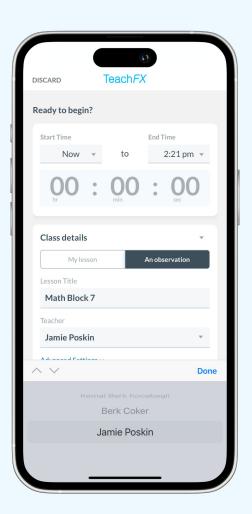




The more teachers use TeachFX, the more their student talk increases

Average student talk increases for all TeachFX users





New! TeachFX Coach Mode

Meet your new co-pilot for classroom observations & walkthroughs

Ask us anything!



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T.J. Vari, Ed.D.

Joseph Hyun teachfx.com/meet



Ten of today's attendees will win a copy of Invest in Your Best: 9 Strategies to Grow, Support and Celebrate Your Most Valuable Teachers.



To learn more about TeachFX for teachers at your school:



Scan the QR code or visit teachfx.com/meet

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