From: Amanda Van Blaricom <3aspensphotography@gmail.com>
Date: January 31, 2018 at 3:44:34 PM EST
To: "Barile, John" <barilej@brookfieldps.org>
Subject: Patrick Flynn and Amy Tepper

Dear Dr. Barile,

I'm writing to on behalf of Patrick Flynn and Amy Tepper, who request permission to use the text below referencing an approach implemented in your schools, in their book, tentatively titled Feedback to Feed Forward: Leading Learning Through Observation and Feedback, to be published by Corwin in June 2018.

I request nonexclusive distribution rights to include this material in the text and in future revisions, editions, and in all media thereof throughout the world. These rights in no way restrict republication of your material in any form by you or others authorized by you. If you do not control these rights in their entirety, please inform me of others to whom I should write.

The reference is as follows:

Strategy 2 outlines a deliberate approach to professional learning focused on ensuring alignment to the core instructional or strategic initiatives of an educational organization. Two Connecticut districts with whom we worked, Vernon and Brookfield Public Schools, designed a multi-year professional learning model to support confirmed needs associated with classroom practice in alignment with an instructional vision and/or a strategic school-improvement plan. Each district took slightly different approaches with consideration to their culture, climate, and personnel. However, both recognized that in order to make the types of changes needed at the classroom level, careful, collaborative strategic planning would need to be reinforced by targeted leadership development that would ultimately result in focused teacher professional learning in the highest-needs area.

Description:

Each district in Year 1:

- Engaged in a strategic-planning process

- Engaged in an analysis of the current proficiency of instructional leadership skills (as defined through the RVL Supervisory Continuum and described in Chapters 2 through 6) to determine and gather baseline data regarding readiness.

- Examined and leveraged the collected baseline information about the RVL standards and skills to design targeted professional learning for their leaders.

Both districts in Year 2 and 3:

- Continued to expand on support for leadership development related to the RVL standards and skills by engaging in three job-embedded, small-group, live classroom walkthroughs with a ReVISION Learning facilitator designed to calibrate observation and feedback practices against the standards for all evaluators in the district.

- Directly aligned all training across the district to the shared vision and began every training session with explicit connections to the strategic blueprints that articulated the vision.

Leaders collaboratively:

- Practiced collecting and analyzing evidence from classroom visits refining their use of the skills outlined in Chapters 3 and 4,

- Determined the areas of strength and areas of growth for teachers, increasing proficiency of skills outlined in Chapter 5 and,

- Submitted written feedback about a teacher after each visit, practicing the skill of producing unbiased feedback to support teacher learning as outlined in Chapter 6.

Each leader then received individualized feedback about his/her submitted teacher feedback from a ReVISION Facilitator.

Outcomes Towards Coherence:

- Each district designed an overarching strategic vision and plan upon which all school improvement plans were then based and from which a coherent message was evident. Each strategic plan included a clear instructional vision that aligned to the instructional framework being used within the district.

- Each district demonstrated improvement over time in measured practice of evaluators in observation and feedback.

    o During the course of the first year, 50% of the observers involved in the professional learning showed at least one full band of growth against the ReVISION Learning Continuum (See Figure 7.3).

    o During year two, 80% of the participants moved at least one more band. (What is important to note is that all but one met proficiency or beyond.)

Each district raised the leaders' levels of expectations and understanding of effective instruction.

      ○ The measurement of performance and practice directly tied to the teacher performance rubric showed significantly reduced ratings. While this may sound counterintuitive as we do not expect to see declining teacher performance, what was actually occurring was an increased capacity on the part of leaders to recognize and analyze quality teaching practice and/or student behavior and outcomes against the district rubric.

The application of a more rigorous eye towards teacher practice and student outcomes led to lower, yet more accurate ratings. We know this more comprehensive evidence collection, understanding of research and teaching and learning and more critical analysis will raise the levels of expectation (combating overinflation as cited in Chapter 1). Ultimately, it will improve teacher effectiveness and job performance. However, it is critical to communicate with teachers as to what is occurring as this can cause mistrust, confusion, and very difficult feedback conversations. Utilizing steps like Rockville's High School's training of teachers or New Milford's strategies from Chapter 2 simultaneous with leader training builds coherence and is a perfect of example of finding the balance between challenge and support, ultimately building a culture for growth.

Corwin will include a standard credit line, unless you specify otherwise.

If you agree, your email response in the affirmative is all we need.

Thank you very much.

Amanda Van Blaricom
ReVISION Learning