

Turning Knowledge Into Action: Closing Our Knowing—Doing Gap Through Continuous Improvement

An update to the Olmsted Board
of Education—December 18, 2008

Jim Lloyd_2008

Underlying Assumptions

- Teachers matter more than anything!
- Organizations are either improving or declining
- Our profession doesn't lack knowledge
- Our district doesn't lack knowledge
- Plans often try to do too much
- There is little connection between planning and performance
- Talk often substitutes for action (p. 54)
- Organizations can be trapped by their history (p. 91)

Our CIP Goal?

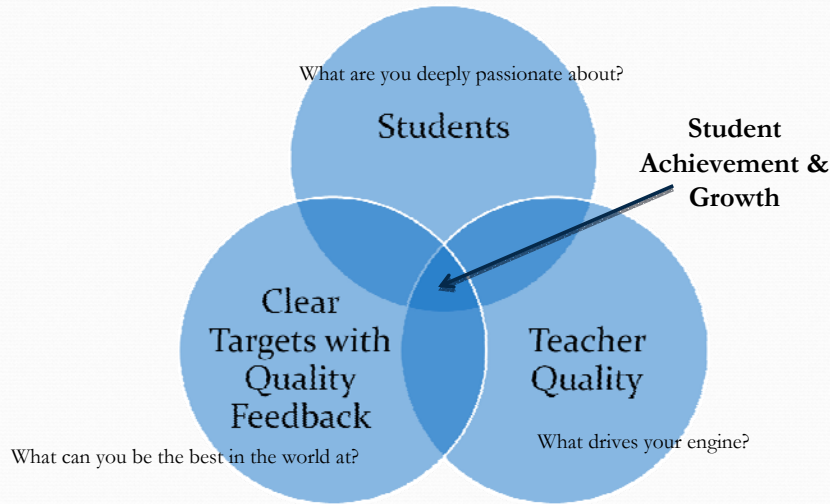
- Specific, Measurable, Attainable, Results, Timeline
- Stated in measurable terms—By 2011 OFCS will have experienced a 5% increase in proficient students in all buildings in each core subject area when compared to 2008 baseline performance as measured by the OAT and OGT.
- Increase student proficiency in all buildings in the core...does this mean we should only aim for proficiency...NO!

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So...what is our focus?

1. Make learning targets clear for kids before, during and after instruction
2. Provide students with feedback as to where they are in relationship to where we would like for them to be

3 circles of the Hedgehog



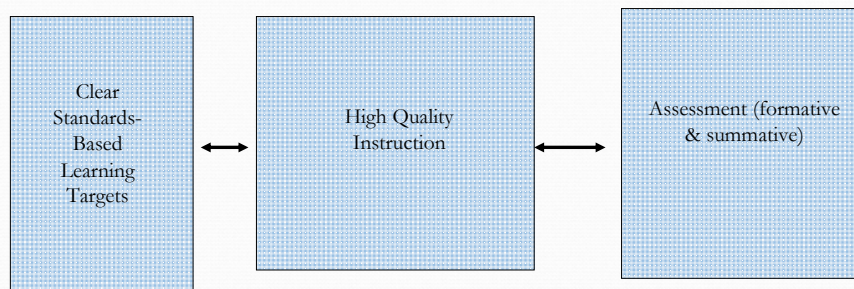
How will we accomplish this?

Strategy

- Deconstruct, implement and monitor the most important learning targets by content area into degrees of cognitive complexity in order to more clearly articulate the meaning of them to students.



Alignment of what matters



What evidence do we need to measure our progress?

- Make the learning targets clearer for students in the core curriculum in grades PreK—12.
- Create an implementation system to determine whether or not the essential learning targets are clear to students prior to, during and after instruction.
- Develop a balanced assessment system that emphasizes formative feedback to students during learning and has points of data collection after learning.
- Provide time and support for teachers to collaborate on student learning

What do we know about classroom assessment?

Finding 1: Classroom assessment feedback should provide students with a clear picture of their progress on learning goals and how they might improve.

Hattie (1992) & Hattie & Taimperley (2007)
Bangert-Drowns, Kulick, Kulick & Morgan (1991)

- **Telling** students whether they were correct or incorrect **had a negative effect** on their learning.
- **Explaining** the correct answer and having them refine **was associated with gains** in learning (20 percentile points).

What do we know about classroom assessment?

Finding 2: Feedback on classroom assessment should encourage students to improve

Kluger & DeNisi (1996)

The **manner** the feedback is communicated **greatly affects** + or - effect on achievement.

When feedback is **negative** it **decreases achievement** by 5.5 %ile points.

What do we know about classroom assessment?

Marzano (2006) identified 2 characteristics of effective feedback.

- **Feedback must provide students with a way to interpret even low scores in a manner that does not imply failure.**
- **Feedback must help students realize that effort on their part results in more learning.**

What do we know about classroom assessment?

- ***Finding 3: Classroom assessment should be formative***

Black & Wiliam (1998)—analyzed 250 studies

Formative assessment done well **results** in student achievement **gains** of about 26 percentile points.

It has the **highest impact** on those students who have a history of being **low achievers**.

What do we know about classroom assessment?

Finding 4: The more the better

Bangert-Drowns, Kulik & Kulik (1991)—meta-analysis (29 studies).

- Frequency of student feedback is related to student achievement
- As high quality student feedback increases, so does student learning

IDENTIFYING MY STRENGTHS AND AREAS FOR IMPROVEMENT

Name: George Assignment: Math Test #7 Date: December 1, 2004
 Please look at your corrected test and mark whether each problem is right or wrong. Then look at the problems you got wrong and decide if you made a simple mistake. If you did, mark the "Simple mistake" column. For all the remaining problems you got wrong, mark the "Don't get it" column.

65% D

Problem	Learning Target	Right?	Wrong ?	Simple mistake?	Don't get it
1	Place Value: Write numerals in expanded form to 10 thousands place	x			
2	Place Value: Write numerals in expanded form to 10 thousands place	x			
3	Place Value: Write numerals in expanded form to 10 thousands place	x			
4	Place Value: Identify place value to the thousands place	x			
5	Place Value: Put numbers in order through the thousands	x			
6	Place Value: Put numbers in order through the thousands	x			
7	Place Value: Put numbers in order through the thousands		x	x	
8	Write fractions to match models	x			
9	Write fractions to match models		x		x
10	Write fractions to match models	x			
11	Write fractions to match models		x		x
12	Subtract 3-digit numbers with borrowing	x			
13	Subtract 3-digit numbers with borrowing		x	x	
14	Subtract 3-digit numbers with borrowing	x			
15	Subtract 3-digit numbers with borrowing		x	x	
16	Measurement: Read time to the nearest minute		x	x	
17	Measurement: Read a thermometer	x			
18	Measurement: Know how much a liter is		x		x
19	Measurement: Know how long a centimeter is	x			
20	Measurement: Choose the right tool to measure length, weight, liquid, and temperature	x			

Test based on plan in Table 5.1, CASI, page 130.

Strategies for Improvement

In THEORY

- Understand why before how...process and product both count
- Knowing comes from doing and teaching others how
- Action counts more than elegant plans and concepts
- There is no doing without mistakes
- Fear fosters knowing-doing gaps so drive it out
- Be collaborative
- Measure what matters
- What leaders do, how they spend their time and how they allocate resources matters

In PRACTICE

- All professional development starts with WHY
- We discuss what does _____ look like in practice
- We focus on learning, creating and implementing
- Administrators observe in classrooms
- We work collaborative
- Our admin meetings start with administrators meeting at a building and visiting classrooms in groups

How are we doing?