

DF CIP
DIBELS OAT AIMS OIP
OGT

Aligning the Acronyms for Student Learning

OLAC DRA-2 D3A2 EVAAS

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OLAC areas this session
will focus on...

Data and the Decision-Making Process

- Identify, collect and analyze
- Construct internal measures to hold adults accountable
- Continuous monitoring
- Move past opinion—research based practices

Focused Goal Setting Process

- Limited number of goals (Hedgehog)
- Collaboratively set, then non-negotiable (*Defined Autonomy*)
- Reduce the number of initiatives
- Develop one plan
- Internal accountability

Instruction and the Learning Process

- Focus on the kinds of skills students will need to acquire in order to compete in a global market
- Collaborative structures to discuss data and reflect on implementation and practice
- Access to challenging content for all students and student groups

Assumptions

- OLAC concepts relate to all district types
- The OIP is the mechanism for OLAC's work
- Everything should be focused on answering "How does this positively impact **student learning**?"
- Power and decision making are not an administrative birth right—**everyone leads**
- **Diffusing the power structure** enables others to act which in turn sustains the vision
- **Everyone** in the organization **has a contribution to make** to increase student learning
- Quality instruction **matters more** than anything
- Quality instruction **isn't** a matter of **opinion**
- This takes time...be **patient**

Objectives

- Address the “why change” question
- What have we learned about the **impact of leadership**?
- How **aligning the acronyms** can assist in the process
- Discussion of a **revised** view of **leadership practices**

Opening Audience Activity

- Turn & Talk—Take 5 minutes and discuss the 4 questions on the handout with a colleague

Reframing the Problem— The New Challenge

Why change?

Brief educational history lesson

- Coleman Report (1966)
 - Learning is minimally impacted by teachers and greatly impacted by peers
- A Nation at Risk (1993)
 - Education was “...being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people.”

What occurred in education as a result of the above?

- Standards-based education movement
- Educational accountability
- Reauthorization of ESEA via No Child Left Behind

Was our educational system designed to deliver the kinds of results we need today?

Our results:

- No real changes in reading results since 1980
- Writing performance of below basic increased in 12th graders from 22 to 26%
- National graduation rate:
 - Asian students 79%
 - White students 72%
 - Black and Latino students about 50%
- College readiness of those that graduate?
 - Many students take remedial courses in college

Wagner, T. & Kegan, R. (2006). *Change leadership: A practical guide to transforming our schools*. San Francisco: Jossey-Bass

Why...

- ...so little progress despite good intentions?
- ...lack of progress despite the efforts of talented people?
- We've moved from an industrialized economy to a knowledge economy and new skills are required...for ALL students
- What skills?

Carnevale & Desrochers (2003)

- **Basic Skills:** Reading, Writing & Math
- **Foundation Skills:** Knowing how to learn
- **Communication Skills:** Listening and oral communication
- **Adaptability:** Creative thinking and problem solving
- **Group Effectiveness:** Interpersonal, negotiation, teamwork
- **Influence:** Organizational effectiveness and leadership
- **Personal Management:** self-esteem and goal setting
- **Attitude:** Positive cognitive style
- **Applied Skills:** Occupational and professional competencies

Carnevale, A.P. & Desrochers, D.M. (2003). Standards for what? The economic roots of K-16 reform. Princeton, NJ: Educational Testing Service

21st Century Skills

Digital Age Literacy

- Basic, Scientific & Tech Literacies
- Visual & Information Literacy
- Cultural Literacy & Global Awareness

Inventive Thinking—Intellectual Capital

- Adaptability/Managing Complexity & Self-Direction
- Curiosity, Creativity & Risk-Taking
- Higher Order Thinking & Sound Reasoning

Interactive Communication—Social and Personal Skills

- Teaming & Collaboration
- Personal & Social Responsibility
- Interactive Communication

Quality, State of the Art Results

- Prioritizing, Planning and Managing for Results
- Effective Use of Real-World Tools
- High Quality Results with Real-World Application

System Fault—System Failure

- The U.S. public education system was deliberately designed to be what?
 - A sorting machine.
- Only a small number of college citizens were needed
- It wasn't until the 50s that 50% of students received a high school diploma
- In the 60s the majority of mid-level managers did not have college degrees

Did the system accomplish its job?

- Sure it did
- We never were charged with educating students to college readiness
- It's not as if we were educating students to college readiness at one time and then simply forgot how
- The system didn't fail...it's become obsolete

Our New Problem

- It's more than simply improving test scores
- Our challenge:
 - A **refined** public school **curriculum**
 - A **balanced assessment** approach
 - Teaching methods that begin with **what is to be learned** and what evidence indicates that it has
- This challenge isn't a Technical one, it is an Adaptive one

2 Kinds of Challenges

- Technical Challenge—one for which is solution is already known...the knowledge and capacity exist to solve the problem.
- Adaptive Challenge—the necessary knowledge to solve the problem does not yet exist. It requires creating the knowledge and the tools to solve the problem in the act of working on it.

Wagner, T. & Kegan, R. (2006). *Change leadership: A practical guide to transforming our schools*. San Francisco: Jossey-Bass

Example--Technical Challenge

- Technical Change
- the evolution of the “old” machine to the Selectric typewriter



Adaptive Change

- Adaptive change is more of a reinvention than a reformation
- The Personal Computer was more than a reformed typewriter
- It was a reinvention of what creating print is all about



The New Challenge

- NCLB—an adaptive challenge of great proportions that is not yet well understood.
- An adaptive challenge of reinventing the schools versus trying to reform them.
- Think of this...are we trying to do **something better** or are we trying to do **something different**?

There is no school for leaders that will teach them exactly how to make their district into one that will leave no child behind.

All adults will need to develop new skills...especially those who are the leaders

Old Organizational Beliefs & Behaviors

- Top-Down decision making
 - Decision making power is held as an administrative right
- The role of “leader” and “follower”
 - Commitment to getting along means a tendency to avoid conflict and avoiding talking about what really matters (e.g. instructional practice)
- Autonomy (“academic freedom”)
 - Teaching is a private matter that isn’t open for constructive criticism

Internal & External Risks

- Adapting requires external and internal risks
- External Risk
 - Movement toward greater **purpose**, more **focus** and **systematic** methods to improve teaching and learning requires risk
- Internal Risk
 - The role of the leader isn’t to have all of the answers.
 - Moving away from compliantly getting along to being actively engaged requires risk

What have we learned about impact of Leadership?

Leadership...What do we know?

- It can come from anywhere and should come from everywhere in the system (Elmore, 2006)
- District leadership has an impact (Waters & Marzano, 2006)
- Goal setting is critical and should be:
 - Collaborative & inquiry based
 - Non-negotiable after agreed upon
 - BOE support is vital
 - Monitoring of implementation
 - Alignment of resources
- Defined Autonomy

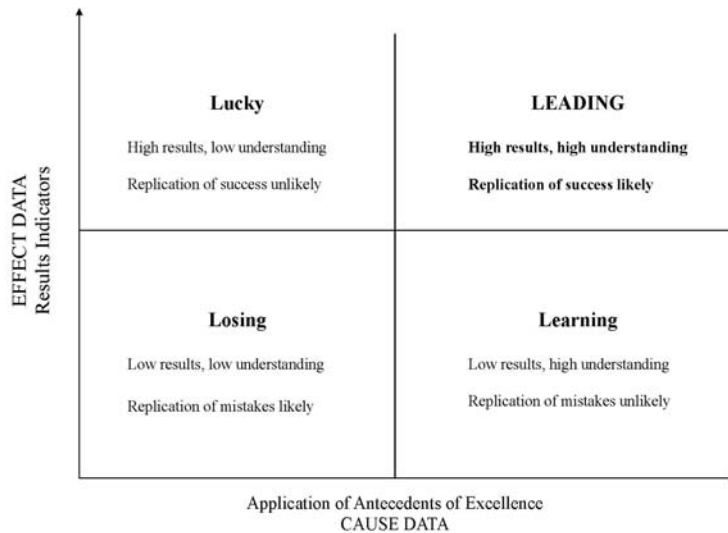
The New Challenge Requires A Refined Style of Leadership

- From random acts of excellence to **communities of practice**
- Open **dialogue** around goals, priorities and professional practice
- In order to meet our adaptive challenge of re-invention, we must work on our schools and **work on ourselves.**

Collaborative Inquiry

Cause Data: Indicates what the adults in the system are doing to get the student success.

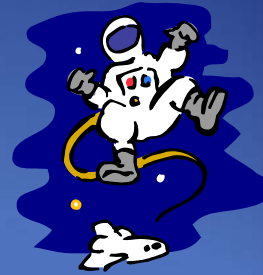
Effect Data: Indicates how the students did as a result of what the adults have done.



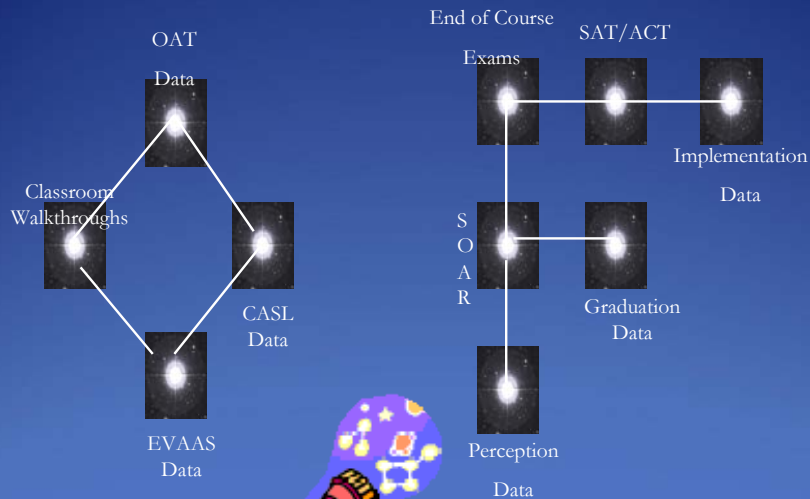
About exploration...

Excellent with Distinction doesn't mean much when you don't know exactly why

We needed to look at data points in order to see our constellation



The Olmsted Falls "Effect" Constellation



Relating the Acronyms

Effect Data—**What the students did**

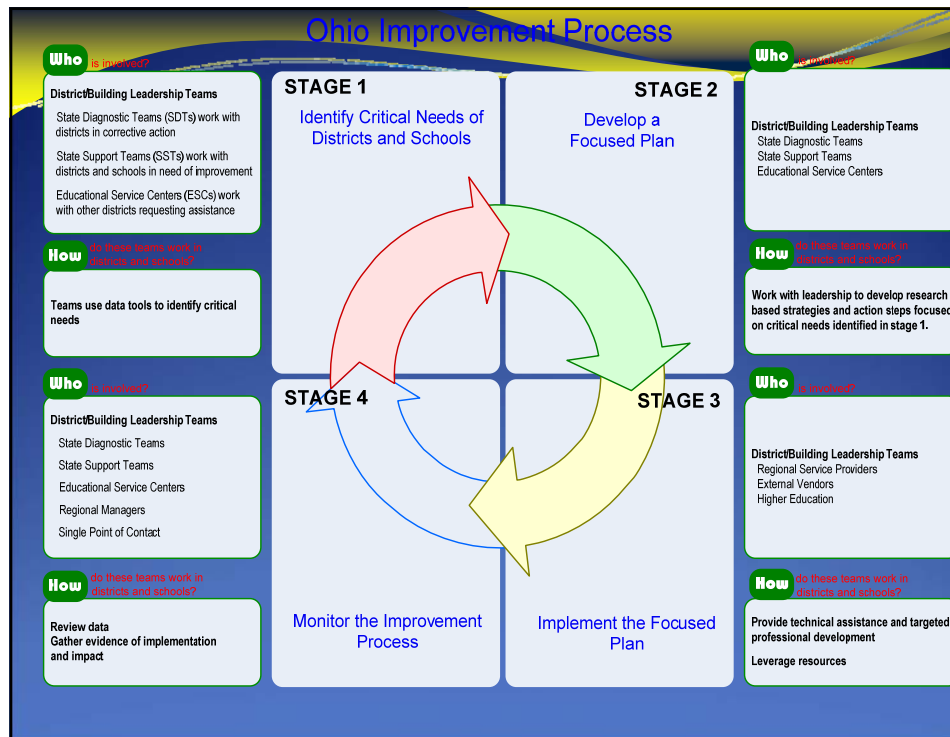
- OAT, OGT, DIBELS, DRA-2, AIMS, EVAAS, Short-Cycle & Quarterly Assessments and so on

Cause Data?—**What the adults did** to elicit the effect data

- Addressed through honest, risk-free collaborative inquiry
 - DF (Decision Framework)
 - Data Teams

System Organizers to Help Make Sense

- Ohio Leadership Advisory Council's Framework—not a silver bullet...a story starter
 - Continuous Improvement Process (CIP)
 - Ohio Improvement Process



Overall District Profile

District: Olmsted Falls City Schools

* If chosen in Level I

Use the data recorded below to assign a Priority (Select: Yes if a priority) to each Component

6/18/2028

Level/Component	% Possible Score/ Level of Concern	Select Priorities	Input Complete
Level II: Instructional Management			
II A: Curriculum, Assessment & Instructional Practice (Level of Implementation)			
Curriculum (Reading)*	89.1%		99.5%
Assessment (Reading)*	69.9%	YES	100.0%
Curriculum (Math)*	98.1%		100.0%
Assessment (Math)*	68.8%	YES	100.0%
Instructional Practice (Reading)*	65.9%	YES	100.0%
Instructional Practice (Math)*	65.9%		100.0%
II B: Educator Quality (Level of Concern)			
Teacher Turnover (Level of concern)	Low		Complete
Administrator Turnover (Level of concern)	Moderate		Complete
Educator Qualifications	91.7%		100.0%
II C: Professional Development (Level of Implementation)			
HQPD Aligned to Reading*	45.8%		100.0%
HQPD to Promote Shared Work (Reading)*	75.0%		100.0%
Application/Impact of Reading Knowledge/Skills Learned through HQPD*	35.0%		100.0%
HQPD Aligned to Math	45.8%		100.0%
HQPD to Promote Shared Work (Math)	75.0%		100.0%
Application/Impact of Math Knowledge/Skills Learned through HQPD	35.0%		100.0%
Level III: Expectations & Conditions			
III A: Leadership (Level of Implementation)			
Data & the Decision Making Process	45.8%	YES	100.0%
Focused Goal Setting Process	63.4%	YES	100.0%
Instruction and the Learning Process	62.5%	YES	100.0%
Community Engagement Process	40.0%		100.0%
Resource Management Process	60.0%		100.0%
Board Development & Governance Process	79.2%		100.0%
III B: School Climate (Level of Concern)			
Student Discipline Occurrences	Moderate		Complete
Student Expulsions/Out-of-school Suspensions	Low		Complete
Student Attendance	None		Complete
III B: School Climate (Level of Implementation)			
Student Mobility	100.0%		100.0%
Multiple Risk Factors	50.0%		100.0%
Teacher & Student Perception	25.0%		100.0%
III C: Parent/Family, Student, Community Involvement (Level of Implementation)			
Parent Participation & Perception	75.0%		100.0%
Communication	80.0%		120.0%
Student Participation & Perception	75.0%		100.0%
Community Involvement & Support	#REF!		115.7%
Level IV: Resource Management			
IV: Resource Management (Level of Implementation)			
Teacher PD Alignment	75.0%		100.0%
Focus on Student Success	60.0%		100.0%
Aligning Spending to Strategic Priorities	75.0%		100.0%

Overall District Profile: IBH-046573

Towards A Revised
View of Leadership for
Student Learning

Leadership Team Development

- District Leadership Team
- Building Leadership Teams
 - Grade level teams
 - Department teams
 - Data teams

Remember This...

- It's not about the plan
 - People commit to a cause they believe in, not a plan
- People stay in organizations because
 - The work is meaningful
 - It is challenging
 - Things are purposeful
 - Did you know that personal satisfaction is cited 3 times more often than status and monetary rewards
- Do not sacrifice process for product
- The goal is to increase student learning and the only way this occurs is by focusing on what occurs within classroom.
 - Teacher leadership and participation is critical
- Defined Autonomy

The OFCS' DLT Process

- Conduct a cause and effect analysis
 - Decision Framework (DF)
 - Use an array of data points (aligning the acronyms)
- Define a **very limited** number of goals
- Our district foci—Get better at 2 things
 - Clarity of Learning Targets
 - Student Feedback

Building Leadership Teams

- Conduct a cause and effect analysis
 - Decision Framework (DF)
 - Also use an array of data points (aligning the acronyms)
- Determine if their data shows specific building needs that fall within the district plan
- Determine how they will take action to implement the district plan
- Have the autonomy to determine what implementation looks like
- Collection implementation data (cause)

Other Teaming Structures

- Meet to determine what commitments they're willing to make to one another to implement
- Determine what implementation looks like
- Implement, collaborate, adjust, re-implement, determine impact on student learning

PD Implications of Feedback

- Establish data/learning teams and structure collaborative time
- Provide opportunities for teachers to learn and share feedback strategies
- Have teachers observe each other to see how it occurs
- Monitor the implementation of our professional development to see if it is changing instructional practice (classroom walkthroughs)

Close Your Knowing-Doing Gap

- Don't do too much
- Build trust and credibility by doing what you said you would do
- Make a commitment to one another on what to do
- Implement and monitor the things that you do
- Provide people with time to reflect on the results
- Celebrate succes!

Making the Learning Targets Clearer



Clarity of Learning Targets



Why clarity?

- It establishes where the learners are in their learning.
 - It establishes where they are going.
 - It provides them with advanced organizers on how to get there.
- If we don't start with clear targets we won't end with sound assessments.



What do we mean by clarity?

- Start with considering all indicators
- Identify PIs by content area for each grade level
- Link PIs to course content and course descriptions
- Learning targets are written in **student and parent** friendly language
- Unwrap learning indicators for the standards in order to identify concepts, skills, Essential Questions & Big Ideas
- Use a learning taxonomy to identify complexity of learning targets

J_Lloyd_2008

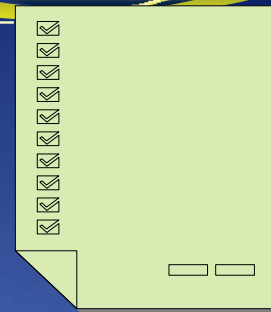
Benefits of Clarity

- Research indicates students can hit targets they can see
- Increases opportunities for formative assessment and student **feedback**
- Teachers talking about and **agreeing** on targets makes them clearer to everyone
- Posting targets in the classroom and talking about them before, during and after instruction makes them more **relevant**
- Breaking targets down into complexity makes them clearer to everyone

PD Implications of Clarity

- ID Power Indicators and actual use them to make the learning targets clearer for students
- Student friendly learning targets prior to, during and after lessons
- Big Ideas and Essential Questions prior to, during and after lessons
- Asking students if the targets are clear
- Monitor the implementation of our professional development to ensure it is changing instructional practice (classroom walkthroughs)

The Power of Student Feedback





*High quality
assessment is
indistinguishable from
high quality
instruction*



The Power of Feedback—gains in student achievement

- | | |
|---|------------------------|
| <input type="checkbox"/> For SPED students | • 39 percentile points |
| <input type="checkbox"/> Cues & corrective feedback | • 37 percentile points |
| <input type="checkbox"/> Cues, participation, reinforcement & corrective feedback | • 27 percentile points |
| <input type="checkbox"/> Reducing class size | • 5 percentile points |
| <input type="checkbox"/> Rewards & punishment | • 5 percentile points |
| <input type="checkbox"/> Teacher praise | • 4 percentile points |

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

Fuchs & Fuchs (1986)—analyzed 21 studies
Graphic displays of results **enhances** student learning.

Results interpreted by a set of **rules** (like a rubric) **enhanced** student **achievement** by 32 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 than does not imply failure.

Feedback must help students realize that effort on their part results in more 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, CASZ, page 130.

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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**.

Our definition

FORMATIVE ASSESSMENT

...is a **planned process** in which **assessment-elicited evidence** of students' status is used by **teachers to adjust** their ongoing instructional procedures or by **students to adjust** their current learning tactics.

Popham, J (2008). Transformative assessment.
Alexandria, VA: ASCD.



What do we know about classroom assessment?

*Finding 4: Formative classroom assessments should be **frequent***

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

- **Frequency** of **formative** classroom assessments is **related to student achievement**



Questions