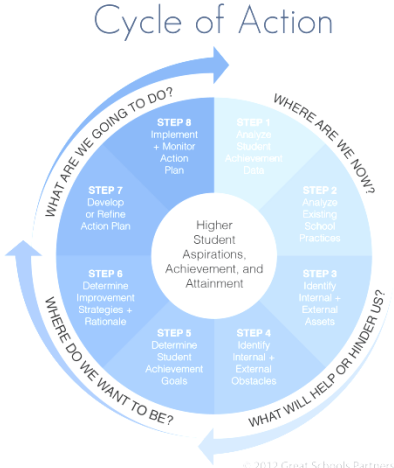
Balancing Act: Holding Ourselves Accountable While Helping Everyone Get There

Smithfield High School
Daniel Kelley – Principal
Alan Tenreiro – Assistant Principal
Renee Palazzo – Assistant Principal

A little humor……

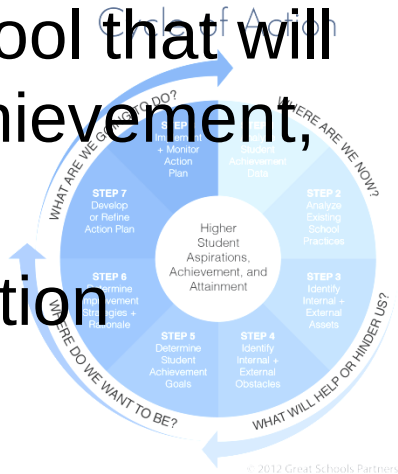
- Initiative Overload & The Change Process



Introduction

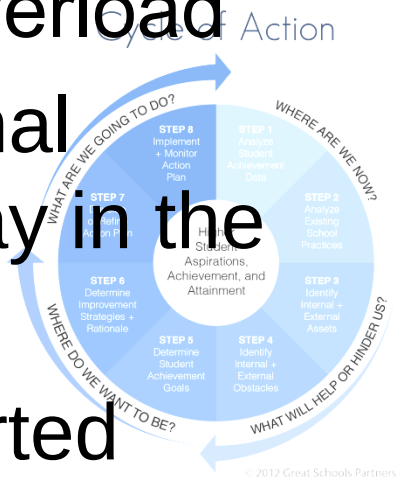
- Interactive Notebook Sheet
- Cycle of Action Graphic Organizer

- Think, Pair, Share
  - Think about a future goal for your school that will lead to higher student aspirations, achievement, and attainment.
  - Write it in the center of the cycle of action

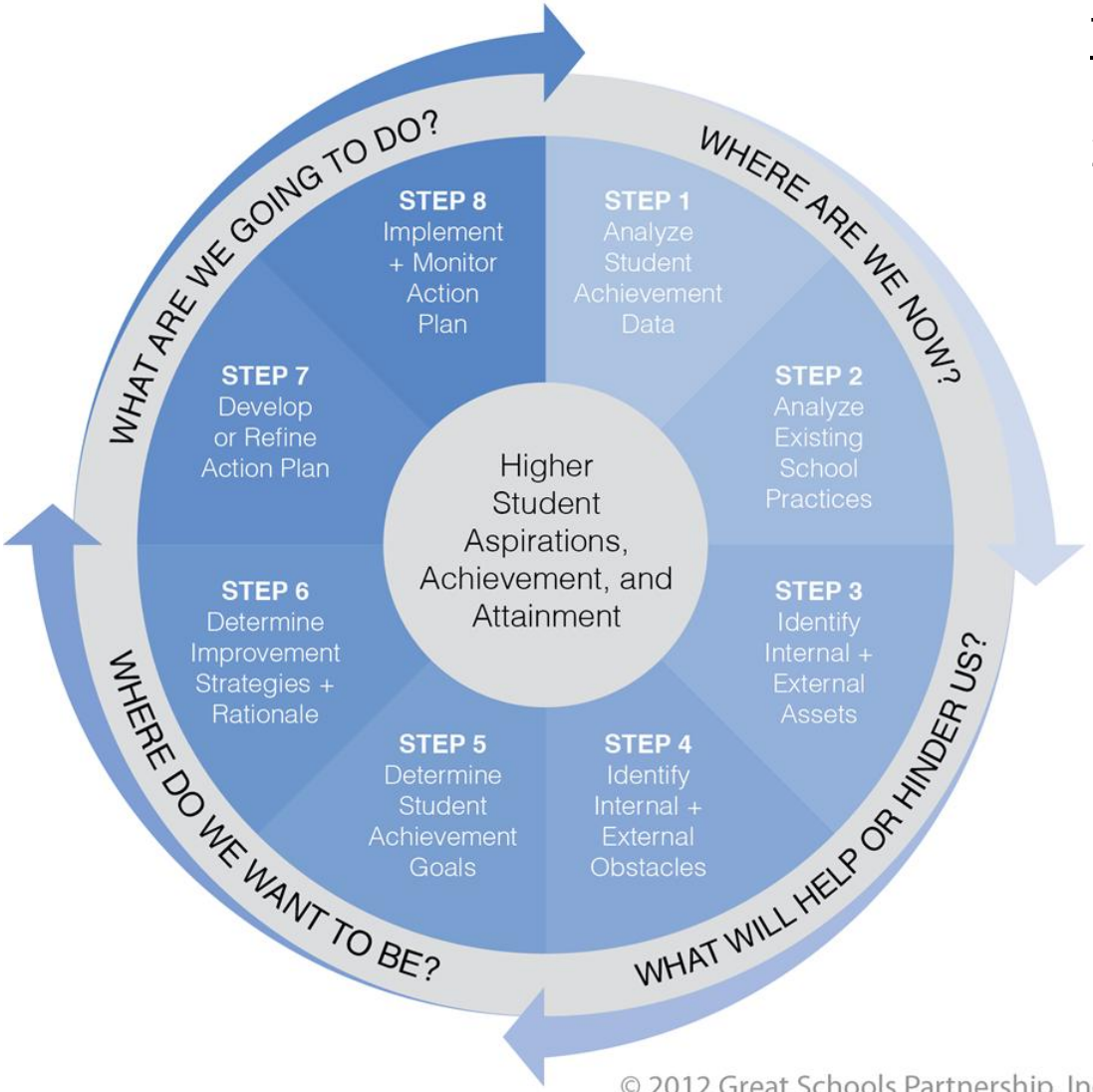


Goals of this session

- Learn about the NESSC Cycle of Action
- Learn how to balance accountability and capacity building to drive fidelity of implementation
- Learn how to design a focused action “Plan on a Page” to deal with initiative overload
- Learn the role that data, professional development, and best practice play in the cycle
- Leave with 6 steps in the cycle started

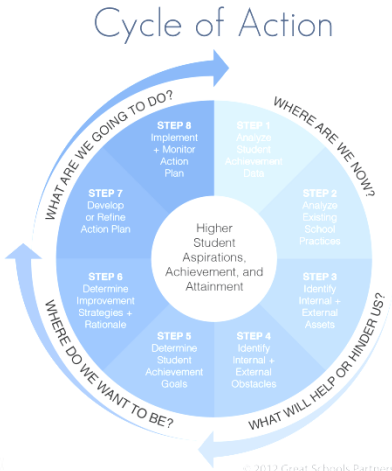


Cycle of Action



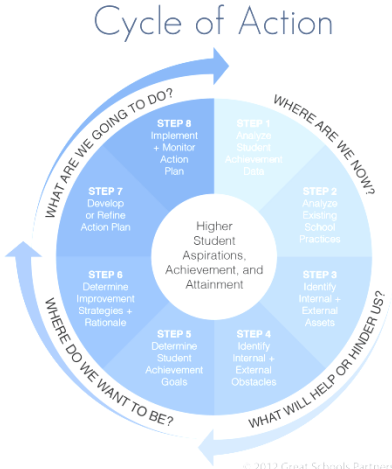
Themes

1. Accountability
2. Capacity-Building



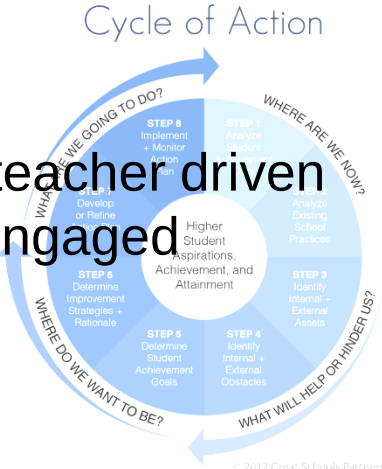
Steps 1 and 2: Where are We Now?

- Outcomes
  - A detailed, objective understanding of student learning needs
  - A detailed, objective understanding of which programs are working well and which are not

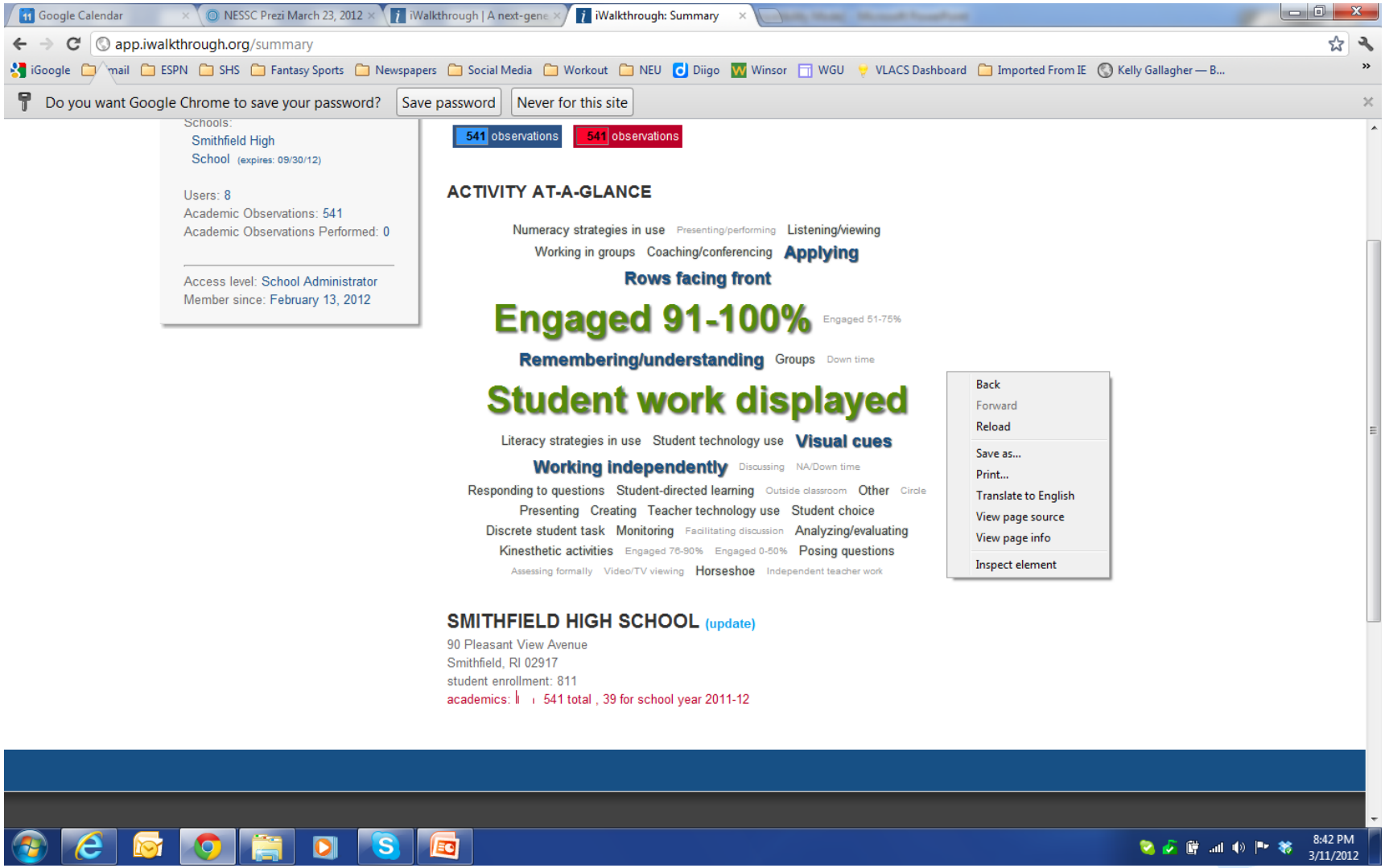


Where are we now?

- Step 1: Analyze Student Achievement Data
  - NWEA
  - iWalkthroughs
  - NECAP
  - Academic/Attendance/Conduct
  - Survey Works
    - 71% of students reported that classrooms are teacher driven environments where students are passive, unengaged learners. (Survey Works, 2010).



Where are we now? Data Analysis Example



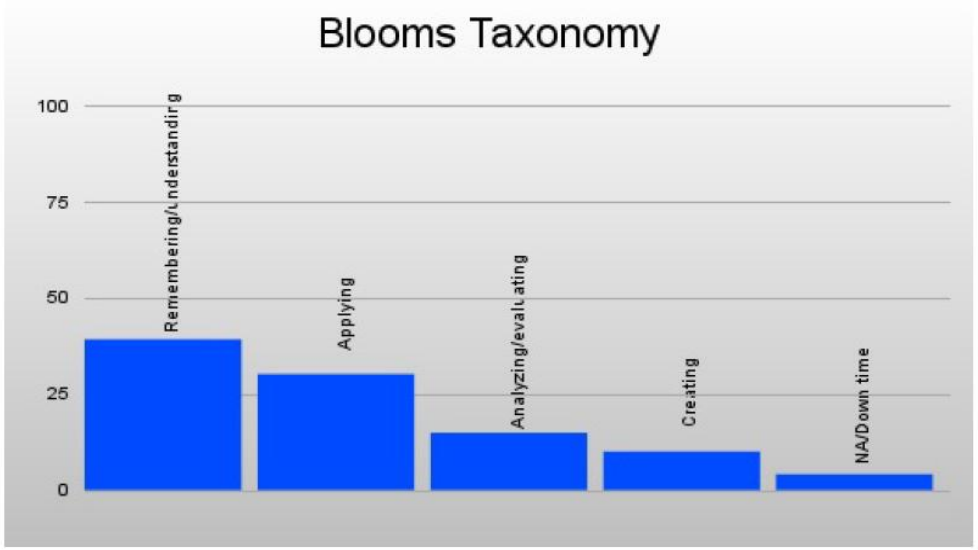
Where are we now?

report.pdf - Adobe Reader

File Edit View Window Help

1 / 1 125% Tools Sign Comment

Click on Sign to add text and place signature on a PDF File.



Blooms Taxonomy	Observations	Percentage
Remembering/understanding	214	39.56%
Applying	165	30.5%
Analyzing/evaluating	82	15.16%
Creating	56	10.35%
NA/Down time	24	4.44%
Total Observations	541	

8:45 PM
3/11/2012

Where are we now?

- Step 2: Analyze Existing School Practices
  - Grading Practices
  - Old Teacher Evaluation System
  - NEASC Report
  - Global Best Practice Self Assessment Tool
  - Review Assessments & Rubrics
  - Comprehensive Assessment System
  - E-portfolio

Where are we now?

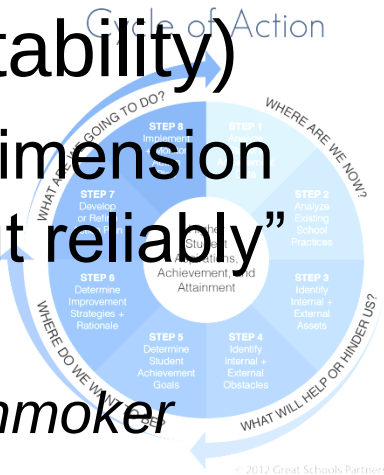
- Internal Drivers of Reform
  - iWalkthrough
  - MAP Testing
  - NECAP
  - Teacher Evaluation
  - Course Achievement
  - Common Tasks
  - End of Course Exams
  - Portfolio
  - Attendance/Conduct

Where are we now?

- External Drivers of Reform
  - NEASC Accreditation
  - 2012 Diploma System Certification
  - Response to Intervention System
  - Transition to Common Core Curriculum
  - NESSC Great Schools Partnership Criteria
  - Administrator/Teacher Evaluation System
  - Race to the Top Goals
  - NECAP, SAT, ACT, EEP, AP
  - District Student Learning Objectives
  - Student Support Visit (SPED)
  - Comprehensive Assessment System
  - NCLB - AYP

Two Big Issues

- Initiative Overload (Capacity)
  - “We will never master or implement what is most important for kids if we continue to pursue multiple new initiatives before we implement our highest priority strategies and structures.”
- Fidelity of Implementation (Accountability)
  - “well known practices, with the extra dimension that they are reinforced and carried out reliably”



Focus: Elevating the Essentials - *Mike Schmoker*

Stop and Check for Understanding

- Check for Understanding
  - Step 1: What student achievement data will you analyze?

  - Step 2: What existing school policies will you analyze?

Steps 3 & 4 :What will help or hinder us?

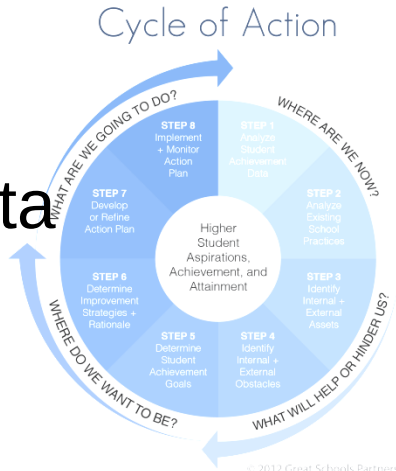
- Outcomes
  - A prioritized list of internal obstacles that need to be addressed, modified, or removed, and a list of internal assets that can be integrated into the action plan.

What will help or hinder us?

- Step 3: Identify Internal and External Assets
  - Core Group of Teacher Leaders
  - Safe Building
  - District Aligned to Support Innovation
  - Stable Leadership Team
  - Technology & Resources
  - Silent Majority
  - Pockets of Excellence

What will help or hinder us?

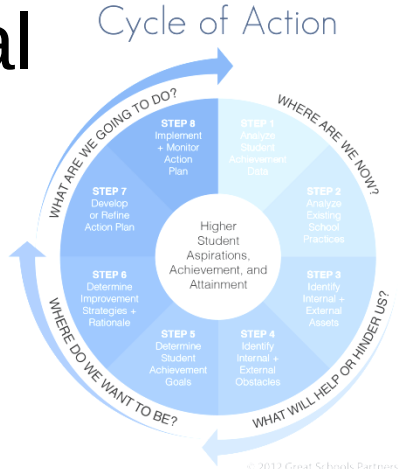
- Step 4: Identify Internal and External Obstacles
  - Contrived Collegiality vs. PLC
  - Fidelity of Implementation
  - Content Focus vs. Pedagogical Focus
  - Trust
  - Time/Schedule
  - Lack of Knowledge Around Use of Data
  - Race to Top Timeline
  - Initiative Overload (E-portfolio)



Stop and Check for Understanding

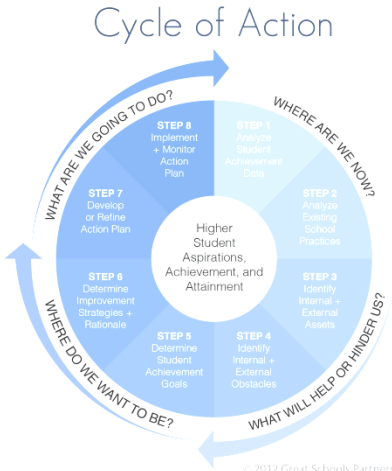
- List Internal Assets and External Assets

- List Internal Obstacles and External Obstacles



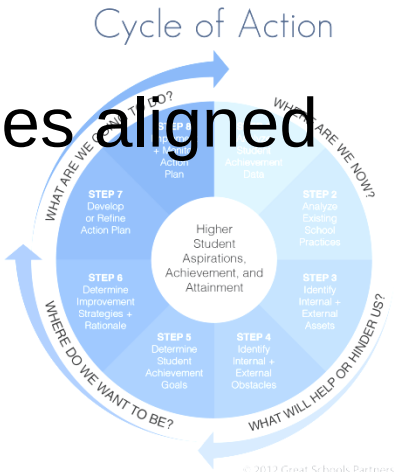
Quick questions…

- Do you have more assets or obstacles?
- How many of you began with obstacles?



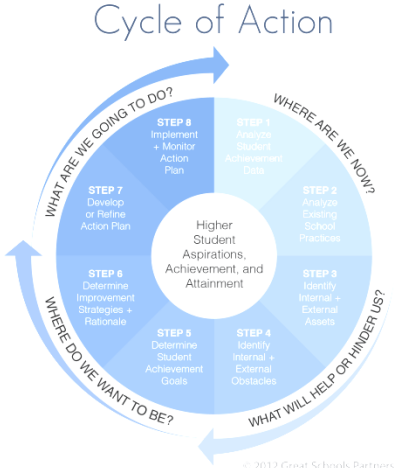
Where do we want to be? Steps 5 and 6

- Outcomes
  - A set of 3-5 student performance goals to be achieved over a 3-5 year period. In addition schools will establish annual interim indicators to measure progress made toward the achievement of its goals.
  - A selection of research-based strategies aligned with identified goals.



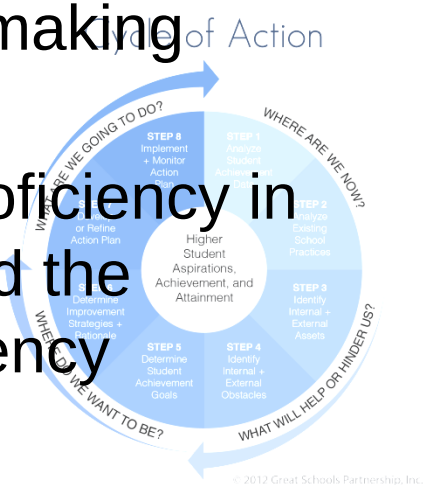
Where do we want to be?

- Step 5: Determine Student Achievement Goals
  - District Student Learning Objectives (NECAP/PARCC/SBAC/Race to the Top)
  - School Wide Student Learning Objectives (NWEA)
  - Portfolio
  - Common Assessments



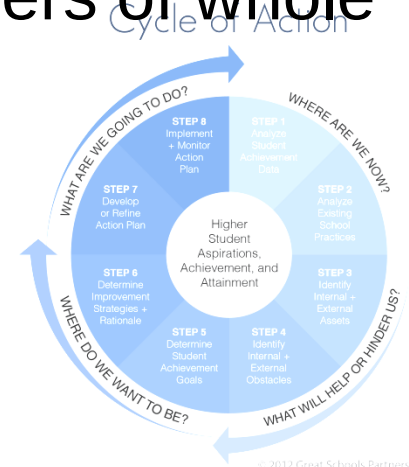
Sample Learning Objectives

- An increased number of students will demonstrate proficiency in similarity and congruence in terms of transformations to solve problems.
- Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.
- All students will demonstrate proficiency in making inferences and justifying conclusions
- Students will demonstrate an increase in proficiency in their understanding of wave phenomena and the relationship between wavelength and frequency
- *3-5 Aligned Assessments*



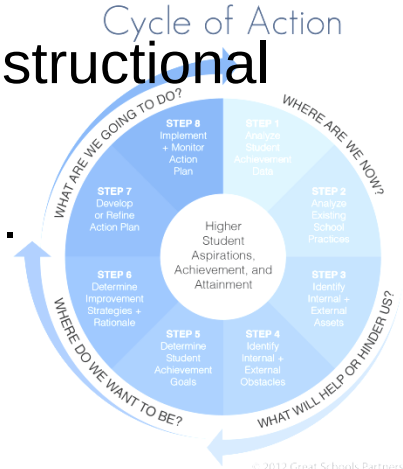
Where do we want to be?

- Step 6: Determine Improvement Strategies & Rationale
- RATIONALE:
- Our Theory of Action: Empowerment and Managed Performance
  - Fullan paper – May 2011 – Right Drivers of whole system reform
    - Learning-instruction-assessment focus
    - Capacity building-group development
    - Pedagogy
    - Systemic



Rationale continued

- Richard Elmore – 3 ways to improve student learning
  - Improve:
    - level of content
    - teacher knowledge/skill
    - student engagement
  - If you change any single element of the instructional core, you have to change the other two.
  - If you can't see it in the core, it's not there.



Where do we want to be?

Improvement Strategies

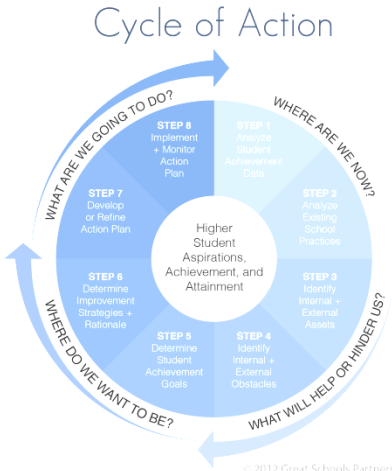
- Decisions - Best Practice & Research
  - Key Authors
    - Wiggins/McTighe
    - Michael Schmoker
    - Ken O'Connor
    - Doug Reeves
    - Tom Guskey
    - Ray McNulty
    - Marzano
    - Gardner
    - Bruner
  - Research
  - NESSC Self-Assessment Tool
  - Dana Center

Stop and Check for Understanding

- Determine Student Achievement Goal(s)
- Determine Improvement Strategies and Rationale

What are we going to do? Step 7 & 8

- Outcomes
  - A practical, data driven, goal oriented action plan covering at least 12-18 months of activity within a three to five year overall time frame.
  - Implementation of the Action Plan



What are we going to do?

- Develop or Refine Action Plan

SHS Plan on a Page 2011-2012

1 WHAT WE TEACH

"In depth topics with a higher order purpose for teaching them"

A. Less is More
B. Higher Order Thinking

In Depth Topics—Less is More

Organize curriculum and lessons around power standards and essential questions that allow for:

- Sufficient intellectual depth
- Adequate time for deep reading, writing, talking

Higher Order Purpose

Focus on 1-4 of the following "habits of mind" when planning lessons:

- Read to infer, interpret, draw conclusions
- Construct viable arguments and critique the reasoning of others—resolve conflicting views
- Reason abstractly and quantitatively
- Solve complex problems with no obvious answer and persevere in solving them

2 HOW WE TEACH

"Consistent implementation of practices of effective teaching"

A. Apply First…
B. Read, Argue, Write
C. Stop and Check
D. Interactive Notebook

Apply First, Inquire First, Problem Solve First……

Learning should be inquiry-based taking place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned

Read, Argue, Write

Organize lessons around argument and analysis by engaging students in close reading, argument, and writing informed by those activities. Also, increase the amount and quality of writing students produce for performance assessment.

Stop and Check For Understanding

All teachers will circulate throughout the room 3-5 times a lesson to check for understanding using the following techniques: Quick Write, Think-Pair-Share, Guided Practice, Interactive Notebook Closure. This will ensure students are learning each segment of the lesson before moving on to the next one.

Utilize Interactive Notebook

All courses will implement a school wide note taking strategy. Essential questions will be used daily.

3 HOW WE COLLABORATE

A. UbD with CT's
B. Data Use = Strategy
C. E-portfolio
D. Culture of Respect
E. Grading for Learning (Optional)

Design Course Assessments and UbD units with Common Tasks

Develop Courses and Understanding by Design Curriculum Units that together provide at least 10-14 Common Task opportunities per semester.

Data Use = Strategy

Use NWEA, common assessment , NECAP, I walkthrough data and LASW etc. to adjust instructional and assessment strategies.

E-Portfolio

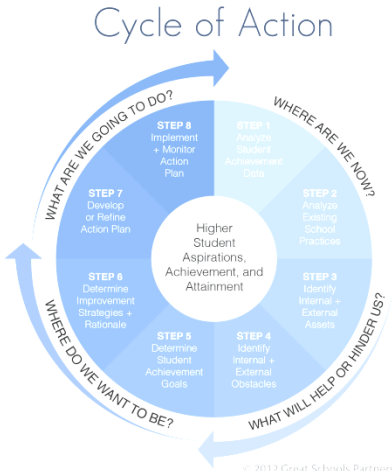
Upload all performance assessments and resources into the electronic portfolio for 9th and 10th graders.

Respect: 10 Days out of 10

We will not argue. We will not yell. We will not escalate. We will greet students in the hallway. (Hi—can I help you?)

Grading for Learning (Optional)

A pilot group of teachers will help each other modify practice to ensure fairness, accuracy and meaningfulness in grading.



Development Process - Feedback

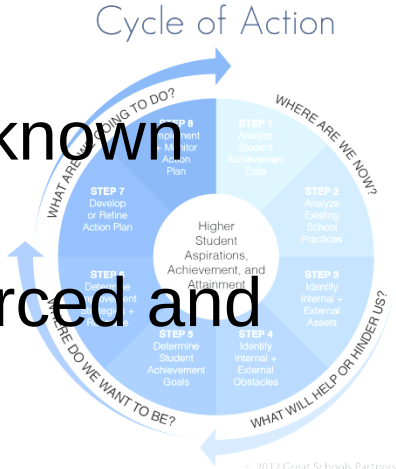
- Leadership Team
- School Improvement Team - School Improvement Plan
- District Performance Based Graduation Requirement Committee
- School Committee High School Spring Saturday Workshop
- RI Association of School Principals Summer Conference
- New England Secondary School Consortium Conference
- League of Innovative Schools Identification as Best Practice Strategy
- On-going feedback during implementation

What are we going to do?

- Plan on a Page – Focus on Core Instruction
  - Common curriculum that covers and adequate amount of subject area content
  - Taught with the most essential, well known elements of effective lessons
  - Ample amounts of reading and writing
  - Reinforced and carried out reliably

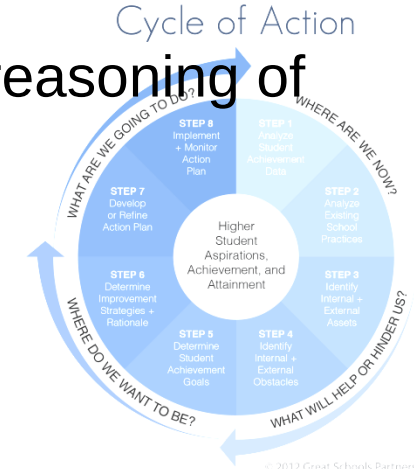
What are we going to do?

- Simplicity, Clarity, Priority
  - What We Teach
  - How We Teach
  - How We Collaborate
- Consistent Standards of Practice – Educators as Professionals
  - Not necessarily new – these are well known practices
  - Extra dimension – that they are reinforced and carried out reliably



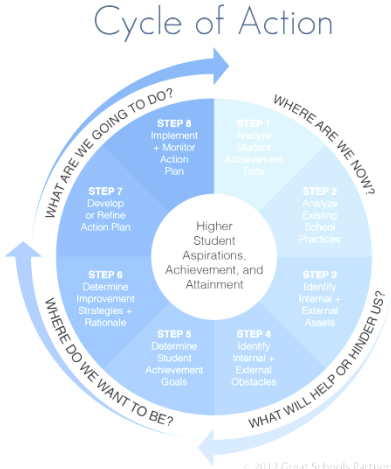
What are we going to do?

- What We Teach
  - In Depth Topics – Less is more
    - Power Standards/Essential Questions
    - Deep reading, writing, talking
  - Higher Order Purpose
    - Read to infer, interpret, draw conclusions
    - Construct viable arguments and critique reasoning of others
    - Reason abstractly and quantitatively
    - Solve complex problems



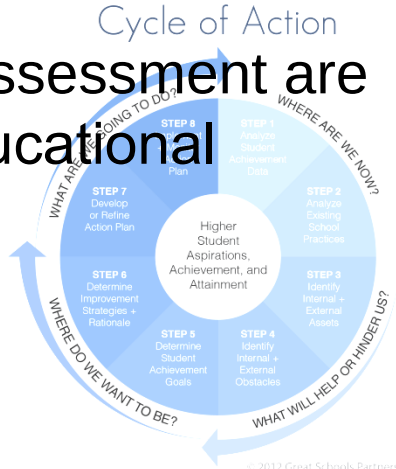
Depth over Breadth

- Five Minute University



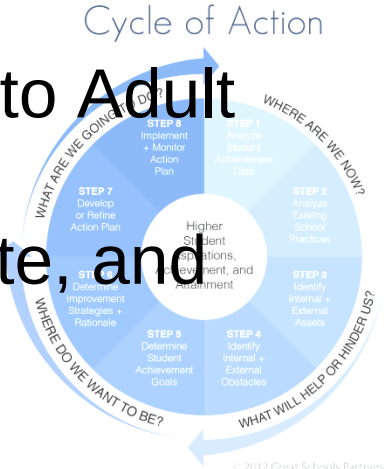
What are we going to do?

- How We Teach (managed instruction not managed pedagogy)
  - Inquiry Based Teaching
  - Read, Argue, Write
  - Stop and Check for Understanding
    - Gains in learning triggered by formative assessment are "amongst the largest ever reported for educational interventions.."
  - School Wide Note Taking Strategy



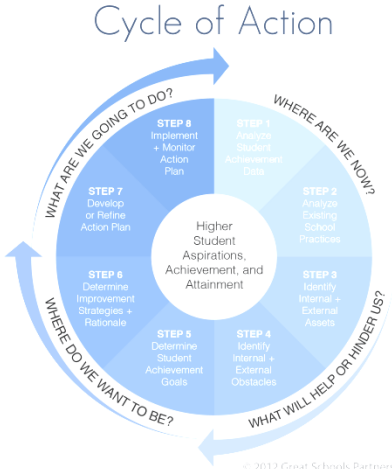
What are we going to do?

- How We Collaborate
  - Common Course Assessment Development
  - Understanding By Design Curriculum Unit Development
  - Driven by Data – Item Analysis of Common Assessments
  - Respectful Adult to Student and Adult to Adult Culture
  - Grading Practices that are fair, accurate, and meaningful



Poor Collaboration, Poor Grading

- Mr. D on assessment



What are we going to do?

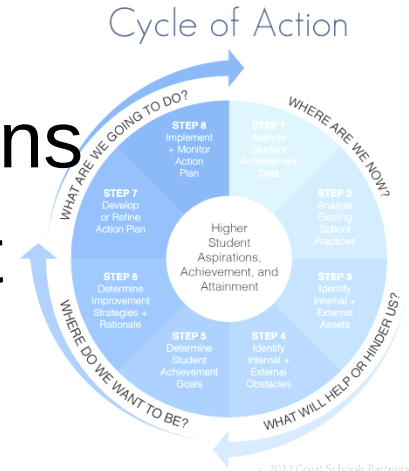
- Step 8: Implement and Monitor Action Plan
  - Capacity Building
    - Professional Development
      - Faculty Meetings
      - Professional Growth Plans
      - Critical Friends
  - Teacher Accountability/Capacity Building
    - iWalkthroughs
    - Formal and informal classroom observations with feedback in writing each time

What are we going to do?

- Implement and Monitor Action Plan
  - Administrative Accountability
    - Teacher Evaluations
    - Student Learning Objectives
    - School Wide SLOs
    - DPBGR Team

Bringing it together: Systemic Alignment
Accountability and Capacity Building

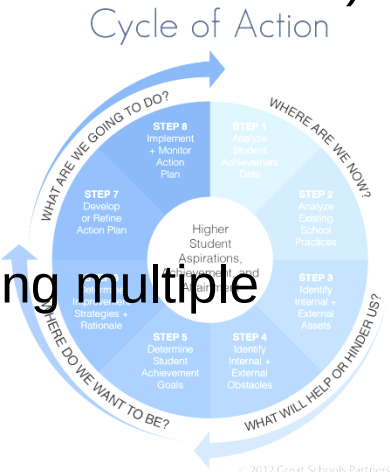
- District Student Learning Objectives
- School Wide Action Plan (Plan on a Page)
- High School Student Learning Objectives
- Individual Teacher Student Learning Objectives
- Individual Professional Growth Plans
- Aligned Professional Development
- Aligned Critical Friends Groups



District Student Learning Objective MATH

- At the end of the 2011-2012 school year, students district wide will demonstrate an overall increased proficiency rate in mathematics by 5%.
  - Student learning will be measured using multiple sources of evidence at the various grade levels.
    - Elementary- AIMSweb, common quarterly assessments, and pre- and post-assessments (Diagnostic and Placement Tests)
    - Middle School- NWEA
    - High School- NWEA

- Overall district proficiency rates will be measured using multiple measures including the 2011 NECAP scores.

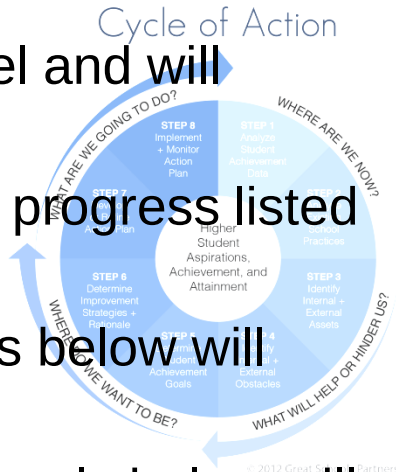


School Wide Student Learning Objective Math (Grade 9 only shown)

- **SLO- Students will demonstrate an increase in proficiency in organizing and analyzing data, through tables, charts, and graphs to interpret linear models**
- *Evidence: Northwest Evaluation Association Measured of Academic Progress*
- *Target: based on the NWEA projected growth performance*

<u>9th grade - Progress Goal</u>

- 80/163 (49%) of students are on or above grade level and will increase by an average of 1.2 RIT points
- 83/163 (51%) were below grade level and will show progress listed below:
- 31/163 (19%) of students who are 1 or 2 grade levels below will increase by an average of 3.4 RIT points
- 52/163 (32%) of students who are 3 or more grade levels below will increase by an average of 4 RIT points



Teacher Student Learning Objectives (Math – Algebra 1 – 26 students)

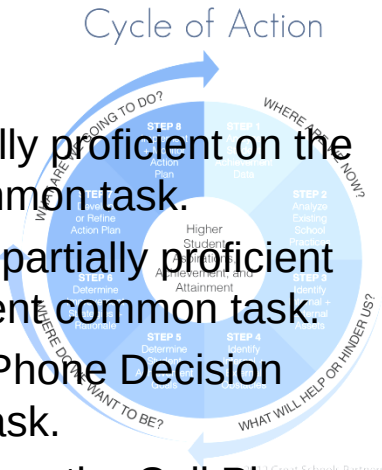
SLO- Students will demonstrate an increase in proficiency in organizing and analyzing data, through tables, charts, and graphs to interpret linear models

NWEA – MAP TESTING

- All 18 students who scored below grade level on the NWEA evaluation will show progress.
- All 5 students who scored at or above grade level on the NWEA evaluation will show progress.
- 3 students do not have NWEA assessment results.

COMMON ASSESSMENTS

- All 18 students who are below grade level will score at least partially proficient on the Cell Phone Decision and The Construction Paper Experiment common task.
- The 3 students who do not have NWEA scores will score at least partially proficient on the Cell Phone Decision and The Construction Paper Experiment common task.
- 4 students who are at grade level will score proficient on the Cell Phone Decision common task and The Construction Paper Experiment common task.
- 1 student who is at grade level will score proficient with distinction on the Cell Phone Decision and The Construction Paper Experiment common task.



Action Plan

SHS Plan on a Page 2011-2012

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B. Read, Argue, Write

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All courses will implement a school wide note taking strategy. Essential questions will be used daily.

3 HOW WE COLLABORATE

A. UbD with CT's

B. Data Use = Strategy

C. E-portfolio

D. Culture of Respect

E. Grading for Learning (Optional)

Design Course Assessments and UbD units with Common Tasks

Develop Courses and Understanding by Design Curriculum Units that together provide at least 10-14 Common Task opportunities per semester.

Data Use = Strategy

Use NWEA, common assessment , NECAP, I walkthrough data and LASW etc. to adjust instructional and assessment strategies.

E-Portfolio

Upload all performance assessments and resources into the electronic portfolio for 9th and 10th graders.

Respect: 10 Days out of 10

We will not argue. We will not yell. We will not escalate. We will greet students in the hallway. (Hi—can I help you?)

Grading for Learning (Optional)

A pilot group of teachers will help each other modify practice to ensure fairness, accuracy and meaningfulness in grading.

Professional Growth Plan – What We Teach

Professional Growth Goal #1: Develop and maintain an understanding of the CCSS in mathematics to guide decision making about teaching, learning, and assessment					
Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	Benchmarks and Data: *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				Evidence of Achievement: *How do you know that your goal has been met?*
Action Step 1: Use a structured set of tools to promote conversations and collaboration around the CCSS	By: 11/18/2011 Data: Attend RIDE workshop with colleagues on CCSS	By: 12/31/2011 Data: Using the tool "understanding alignment" template provided at the CCSS workshop, I will begin creating learning trajectories for one domain (vertical alignment)	By: 1/1/2012 - 5/30/2012 Data: Implement mathematics practices into my daily lessons and collaborate with other members of my department on alignment	By: 2/1/2012 Data: Using the "instructional alignment chart" template, I will complete it for each cluster for the domain I identified	• Conference notes • Completion of the understanding alignment template • Completion of the instructional alignment chart • Observations
Action Step 2: Use the alignment process and create a unit that is aligned to CCSS for one class that I teach.	By: 3/7/2012 Data: Using the mathematical practices and alignment charts, create an essential question for a new unit.	By: 4/4/2012 Data: Using the UbD templates, create all assessments and grading criteria that are aligned to the EQ and CCSS for the unit.	By: 4/25/2012 Data: Create instructional strategies for the unit based on CCSS mathematical practices.	By: 5/30/2012 Data: Complete UbD unit aligned to CCSS and share with colleagues.	• Meeting minutes • Completion of assessments • Completion of instruction • Completion of unit

Professional Growth Plan – How We Teach

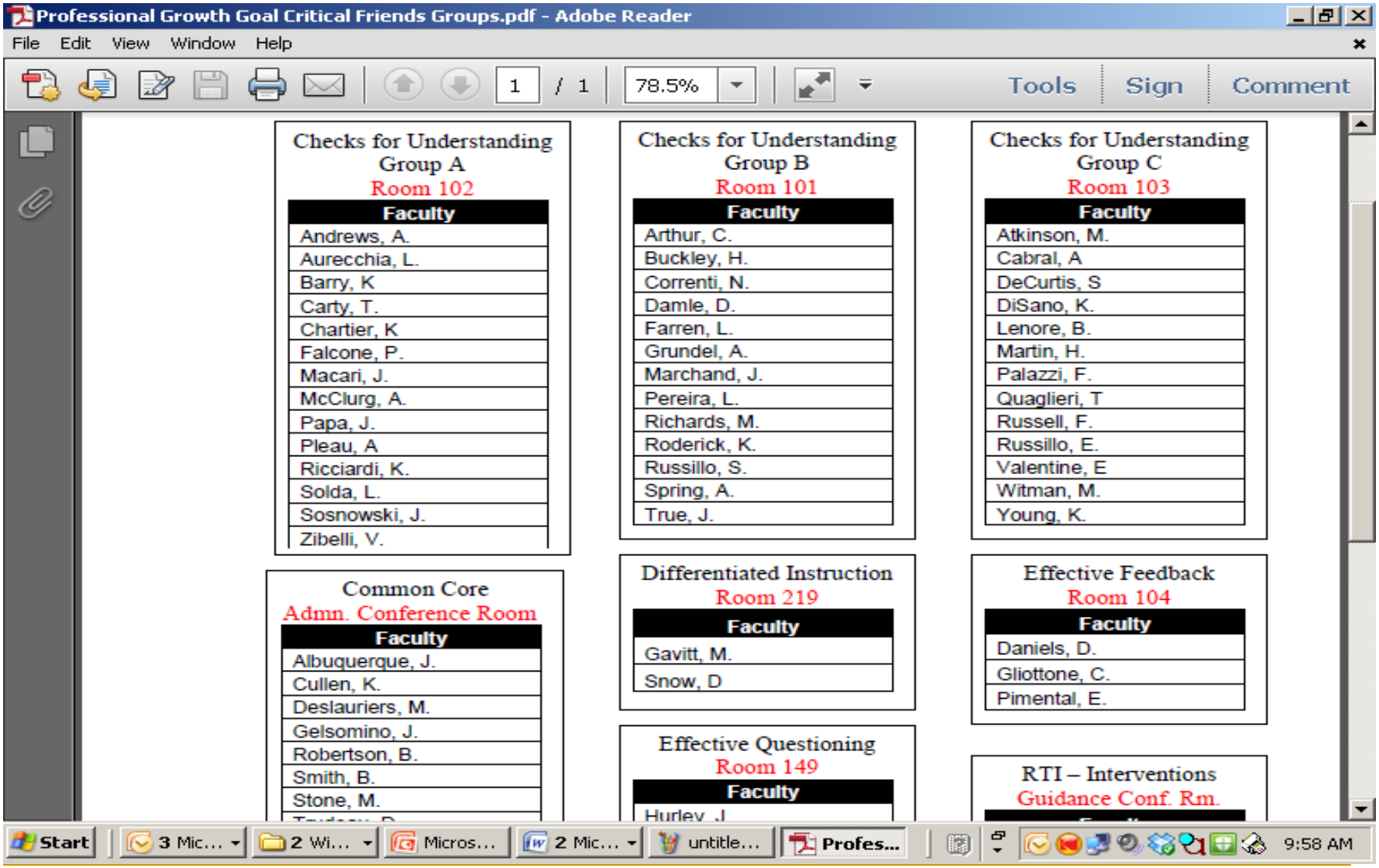
Professional Growth Goal #1: To learn and implement effective strategies to check for student understanding.				
Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*			**Evidence of Achievement:** *How do you know that your goal has been met?*
Action Step 1: Learn 3 new research-based effective strategies to check for student understanding during instruction	By: 12/30/11	By: 11/23/11 through 6/15/12	By: By 2/15/12	By: Between 2/15/12-4/15/12	1. Reflective Journal in PD notebook: reflections will demonstrate synthesis of new knowledge and reflections on teaching practice 2. Observations conducted by colleagues. Observations will reveal how I check for understanding during instruction
	Data: Resources obtained and read	Data: Reflective Journal and or notes from Critical Friends group	Data: Observation notes in PD notebook indicating the focus on checking for understanding	Data: Observation notes and reflection indicating checking for understanding in PD notebook	
	Research strategies: ? Quick Write ? Think Pair Share ? Cornel Note Taking|Interactive Notebook| ? Guided Practice ? Peer/Self Assessment Read Book: Total Participation Techniques	Keep a weekly reflective journal in teacher interactive PD notebook. Enlist and implement a critical friends group or book study group.	Observe 2 colleagues who are effective at checking for student understanding during instruction.	Enlist 1-2 of my colleagues at least two times, focusing on checking for student understanding. Each observation will have a debriefing conference afterward for reflection.	

Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	Benchmarks and Data: *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark*				Evidence of Achievement: *How do you know that your goal has been met?*
Action Step 2: Implement instruction that consistently and effectively checks for understanding, responds to student understanding, and engages students in monitoring their own understanding.	By: 11/23/11 through 6/15/12 (Daily)	By: 1-2 times a year	By: Once per unit	By: 11/23/11 through 6/15/12	1. Lesson Plans will include details that elicit checking for understanding 2. Videotapes will include evidence of effective checking for understanding 3. Classroom observations will indicate frequent checks for and responses to student understanding during instruction. 4. Student work will include self/peer assessment, students checking for understanding, as well as providing the teacher with evidence of understanding.
	Data: Lesson plans include details that elicit checking for understanding and observation data	Data: Video tape lessons for self-reflection and critique	Data: Student work and observation data	Data: Student Work Including Interactive Notebook, Think Pair Share, Quick writes, Peer/Self assessments	
	Include strategies for chunking lessons and checking for understanding in lesson planning. Check for understanding at least 3 times.	Notes in PD notebook from self reflection and critique focus on student understanding	Include strategies for peer assessment, self assessment, family assessment, and/or tuning protocols in unit planning	Collect student work as evidence of checking for student understanding and students engaging in evaluating their own understanding	

Professional Growth – How we Collaborate

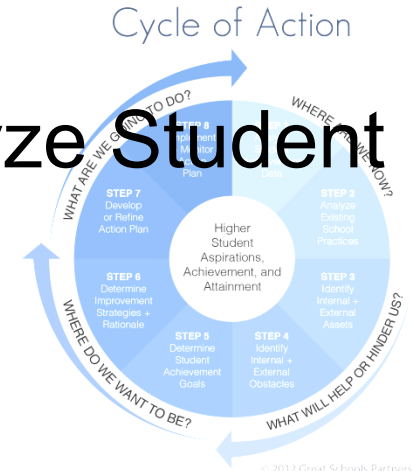
Date	Type	PD
September 28	CPT - Department	Common Assessment and UbD Unit Development
October 5	CPT – Full Faculty in Library, then Department	Common Assessment and UbD Unit Development
October 6	Faculty	Checks for Understanding Self-Assessment, Uno's
October 12	CPT - Department	Common Assessment and UbD Unit Development
October 19	CPT - Department	Common Assessment and UbD Unit Development
October 26	CPT - Department	Common Assessment and UbD Unit Development
November 2	CPT – Full Faculty	"Share Out Day" Student Work: • Interactive Notebook • Checks for Understanding Teacher Work: • Assessment Maps • Common Assessments • UbD Units Food sharing table at end
November 3	Faculty – Self Assessments Due	Crystal Apple Award Three rotating sessions 1. Professional Growth Goals and SLO's (Dan) 2. Read, Argue, Write (Alan) 3. NWEA Analysis (Renee)
November 9	CPT – Department	Decide on SLO's and professional goals as department

Professional Growth – How We Collaborate



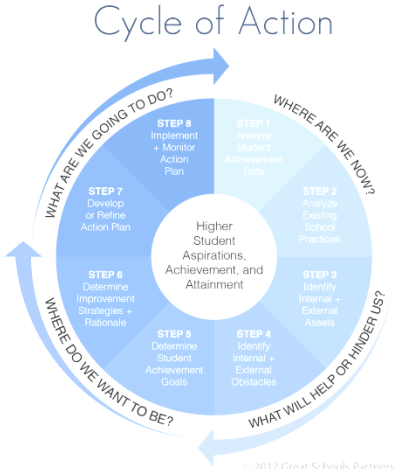
Next Step

- Lesson Plan Book aligned to Plan on a Page and student learning objectives
- Look into PD360
- ……Back to Step 1 of cycle: Analyze Student Achievement Data



Stop and Check for Understanding

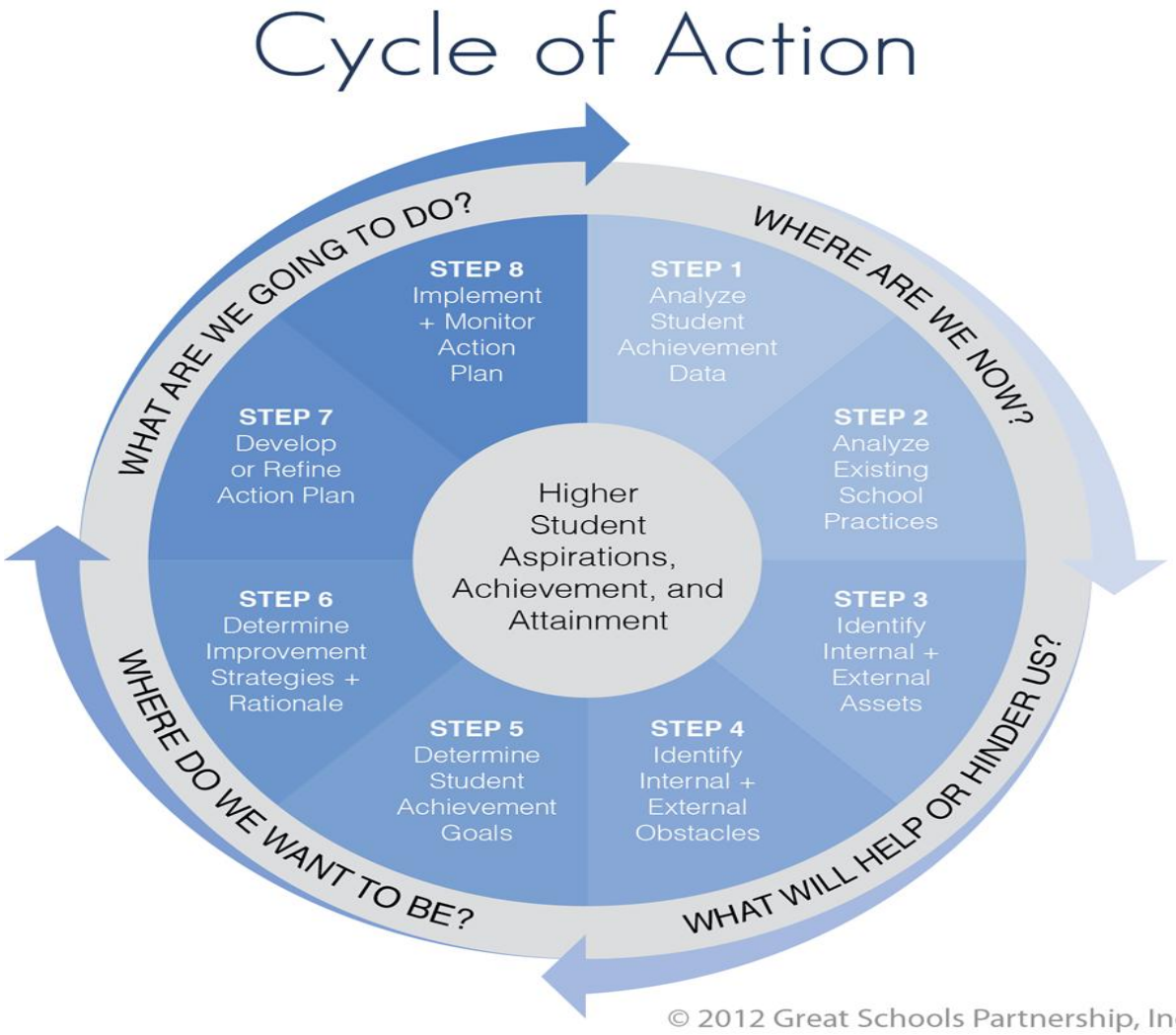
- Question and Answer Period



Resources

- Live Binder
- dkelley@smithfield-ps.org
- rpalazzo@smithfield-ps.org
- atenreiro@smithfield-ps.org
- Twitter
  - @AlanTenreiro
  - @dpk933
  - @ReneePalazzo
  - #commoncore, #edchat, #cpchat

Thank you!


Cycle of Action
WHERE ARE WE NOW?
WHAT WILL HELP OR HINDER US?
WHERE DO WE WANT TO BE?
WHAT ARE WE GOING TO DO?
STEP 1 Analyze Student Achievement Data
STEP 2 Analyze Existing School Practices
STEP 3 Identify Internal + External Assets
STEP 4 Identify Internal + External Obstacles
STEP 5 Determine Student Achievement Goals
STEP 6 Determine Improvement Strategies + Rationale
STEP 7 Develop or Refine Action Plan
STEP 8 Implement + Monitor Action Plan
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Cycle of Action
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