



District Wide Alignment

Board of Education Retreat
February 7th, 2012

DESIRED OUTCOMES

- We will understand process & framework for creating system-wide alignment.
 - The work we do must support Equity.
 - District-Building-Team-Teacher.
- We will know what the data tells us
 - A review of current quarterly student data.
- We will learn strategies for how the Board can support classroom level improvement w/o being perceived as micromanaging.
 - Asking the right questions
 - Communicating consistent expectations
 - Balancing emotion/opinion with facts.

Essential Ideas

- We can be better than we presently are.
- All facets of school operation must be open to examination and change.
- Change in accordance with the best research literature.
- Keep our focus on our outcomes.

“The very essence of a learning community is a focus on a commitment to the learning of each student. When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it.”

(DuFour, et. al, 2006)



The PLC Provides....

- Both a **common language** and **framework** for all schools
- A **data-driven process** that leads to a **results-oriented product**: high student achievement
- A vehicle for **collaboration** to share expertise and facilitate use of best practices
- An opportunity to **learn** with and from one another.

High Levels of Learning for ALL Students

SUPPORTING EQUITY



Organizational Development-

Systems Learn

Mission, Vision, Commitments, Structure

Staff Development-*Capacity Building*

Curriculum-*Connecting Peers with Purpose*

Professional Practice –*Learning is the Work*

Assessment-*Transparency Rules*

Intervention-*Behave as if you Believe*

Educational Equity

All Students Learning at High Levels

Randy Squier

Why do we exist?

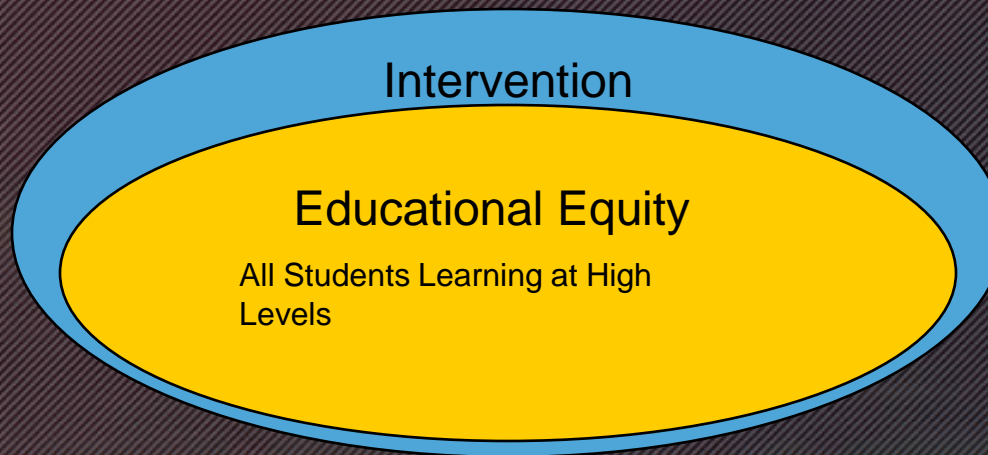
- Purpose?
- Perfect ('per-fikt) adj. vs perfect(per-'fekt) vb.
 - Getting better

Educational Equity

All Students Learning at High Levels

How will we Respond?

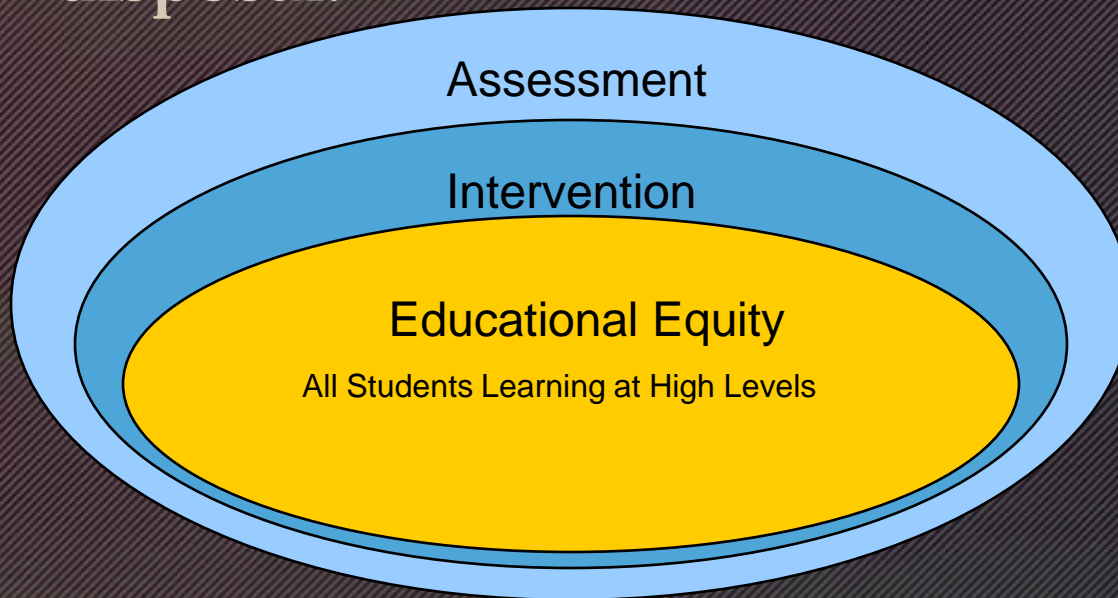
- It's ok to be where you are... It's NOT OK to stay where you are; and we're going to help you move forward.
- Immediate



How will we know?

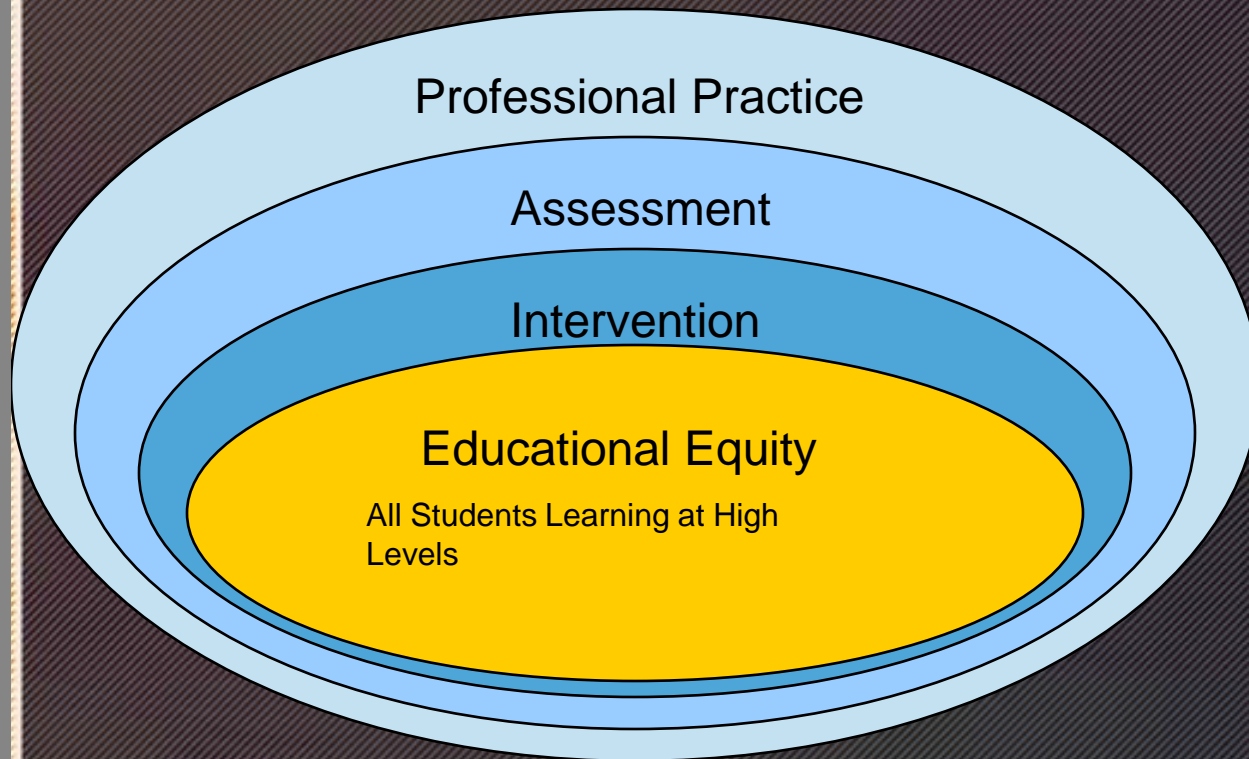
- “You can enhance or destroy a student’s desire to succeed more quickly and permanently through your use of assessment, then anything at your disposal.”

–R. Stiggins



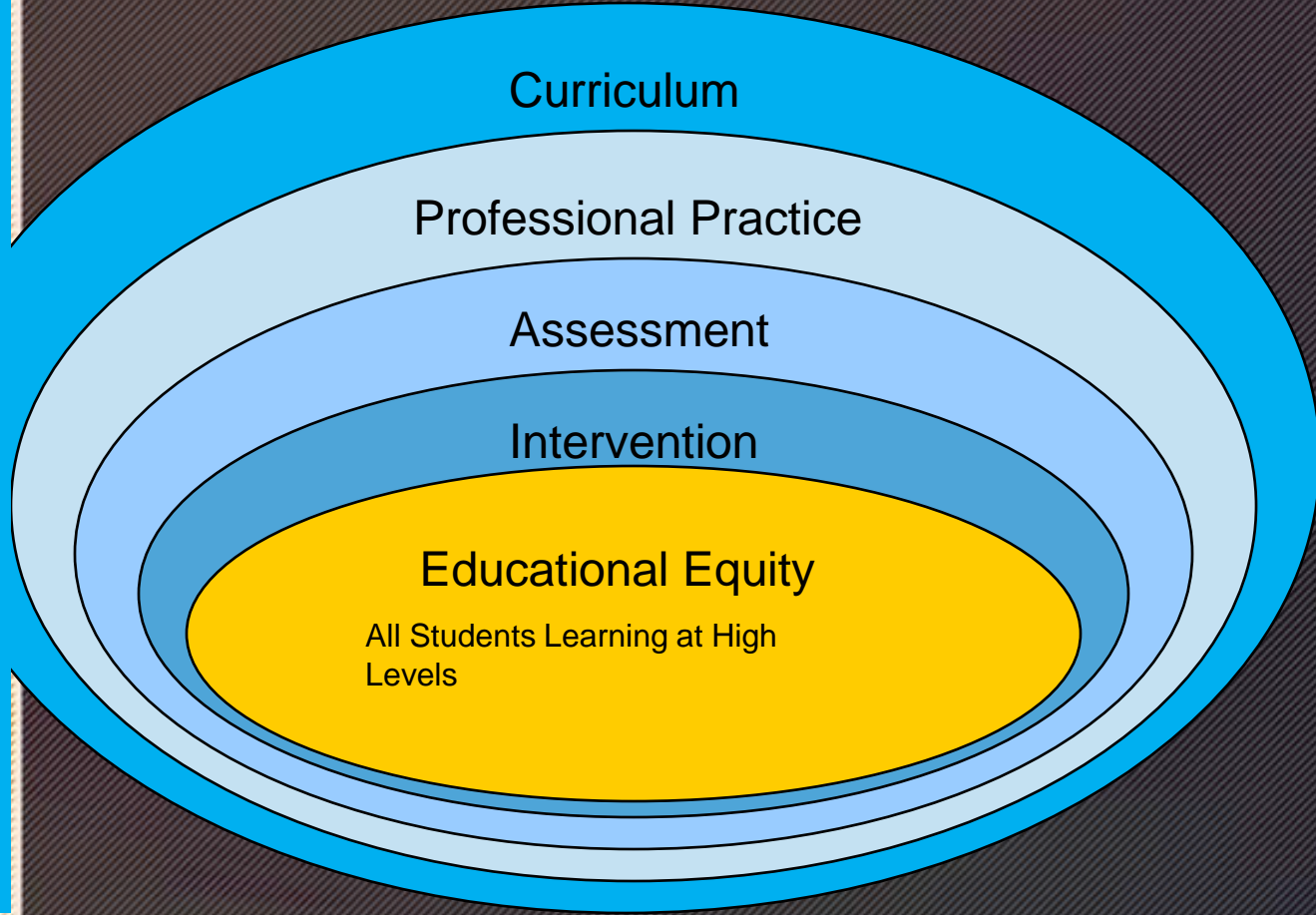
Capacity Building

- Capacity building concerns competencies, resources and motivation.

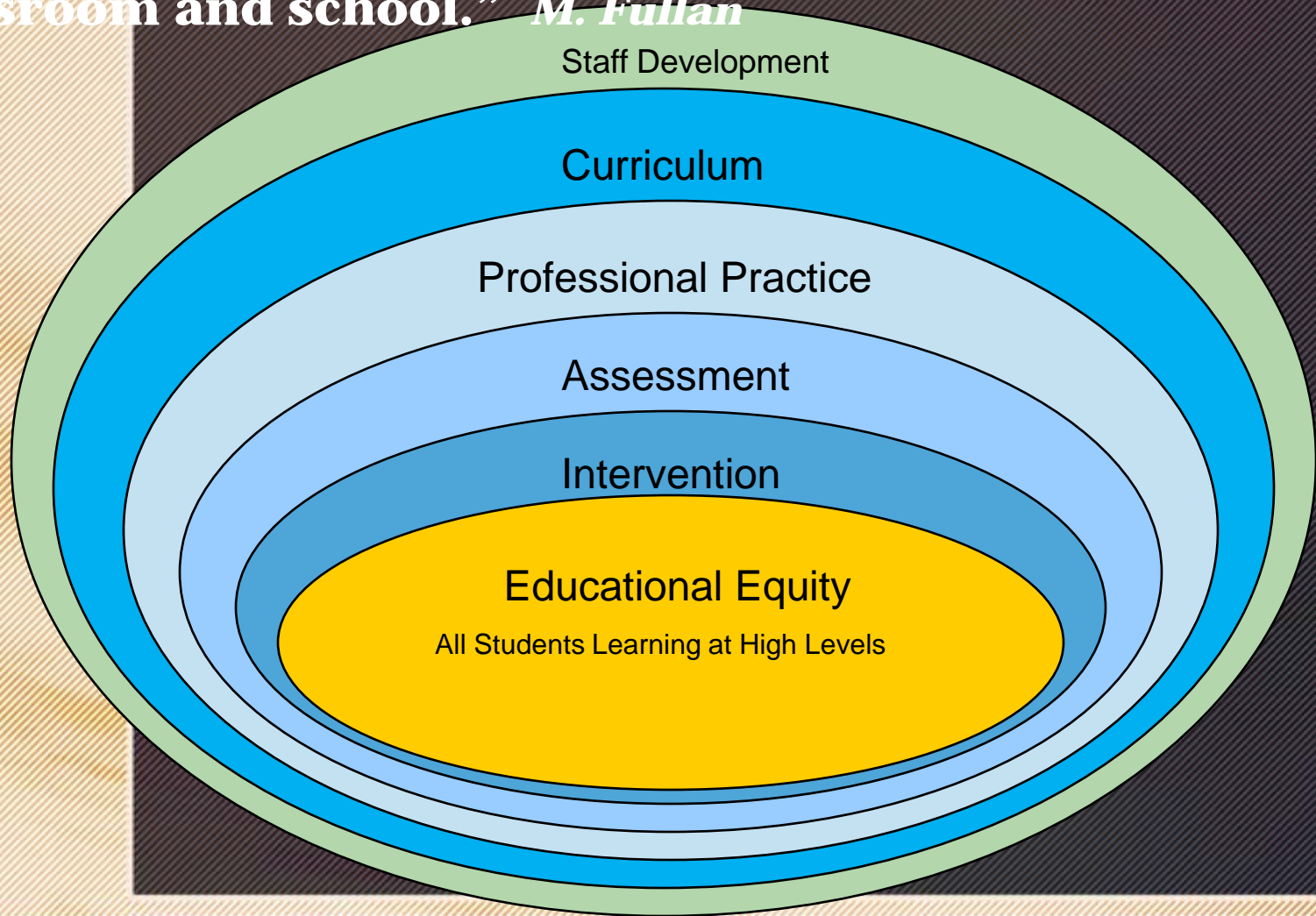


What is Essential to Learn?

- Guaranteed & Viable



“Successful growth itself is accomplished when the culture of the school supports day-to-day learning of teachers engaged in improving what they do in the classroom and school.” *M. Fullan*



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Educational Equity

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Randy Squier

Tracking Improvement

RESULTS FOCUS



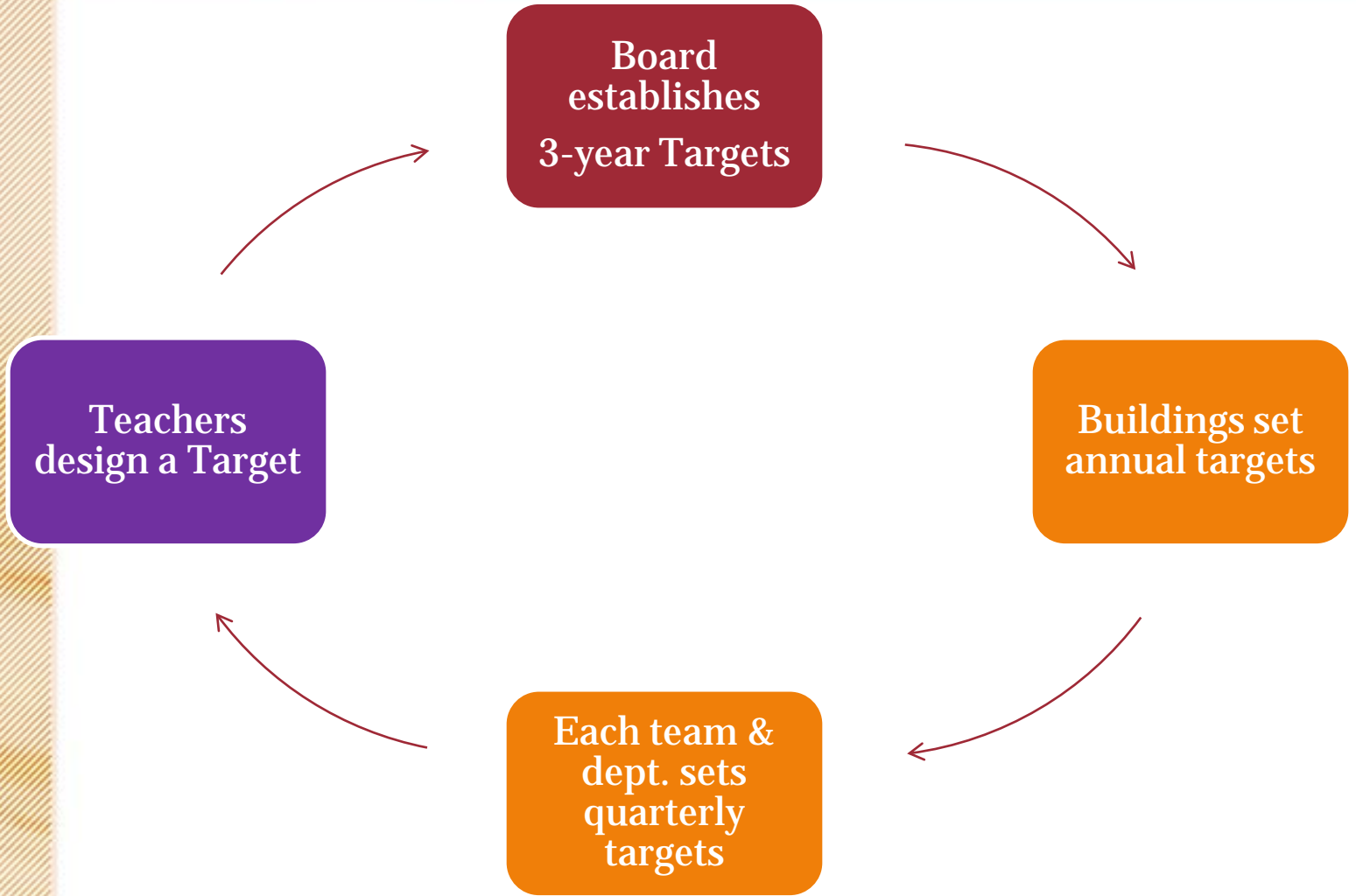
FIRST BIG IDEA: FOCUS ON LEARNING

- We accept high levels of learning for all students as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.

Transition to a Results Approach

<u>The Usual Approach in Schools</u>	<u>The Results Approach</u>
Activities —Monitor the completion of multiple activities	Results —Concentrate on achieving the most essential results.
Mission Statements —Develop lofty statements and multiple goals	Targets —Set a few aim-high targets which define student success
The Program —Make adopting and implementing programs the first priority	The Leader —Train the leader to achieve results in everything he/she does
Individuals —Continue to permit teachers to work separately	Teams —Create time and conditions where teachers combine their best thinking and efforts.
Planning —Invest time and effort in developing the plan and stick to it	Prototypes —Set a target, get started, constantly adjust, and do whatever it takes.
Late Data —Wait for summative assessments and year-end state testing data	Constant Feedback —Use ongoing teacher observation and formative assessments as feedback to reveal what works best.
Individual Accountability —Pinpoint and address individual weak performance	Tracking to Success —Establish milestone points to track results along the way and adjust for success
Evaluation —Use data to evaluate teachers and programs after the fact	Collective Efficacy —Learn from falling short, use positive results to build faculty and staff confidence and efficacy

Results at all Levels



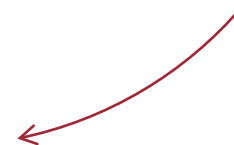
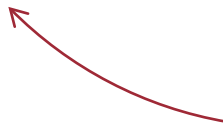
Tracking Results at Board Level

Review annually
April
creation and use of
formative
assessments

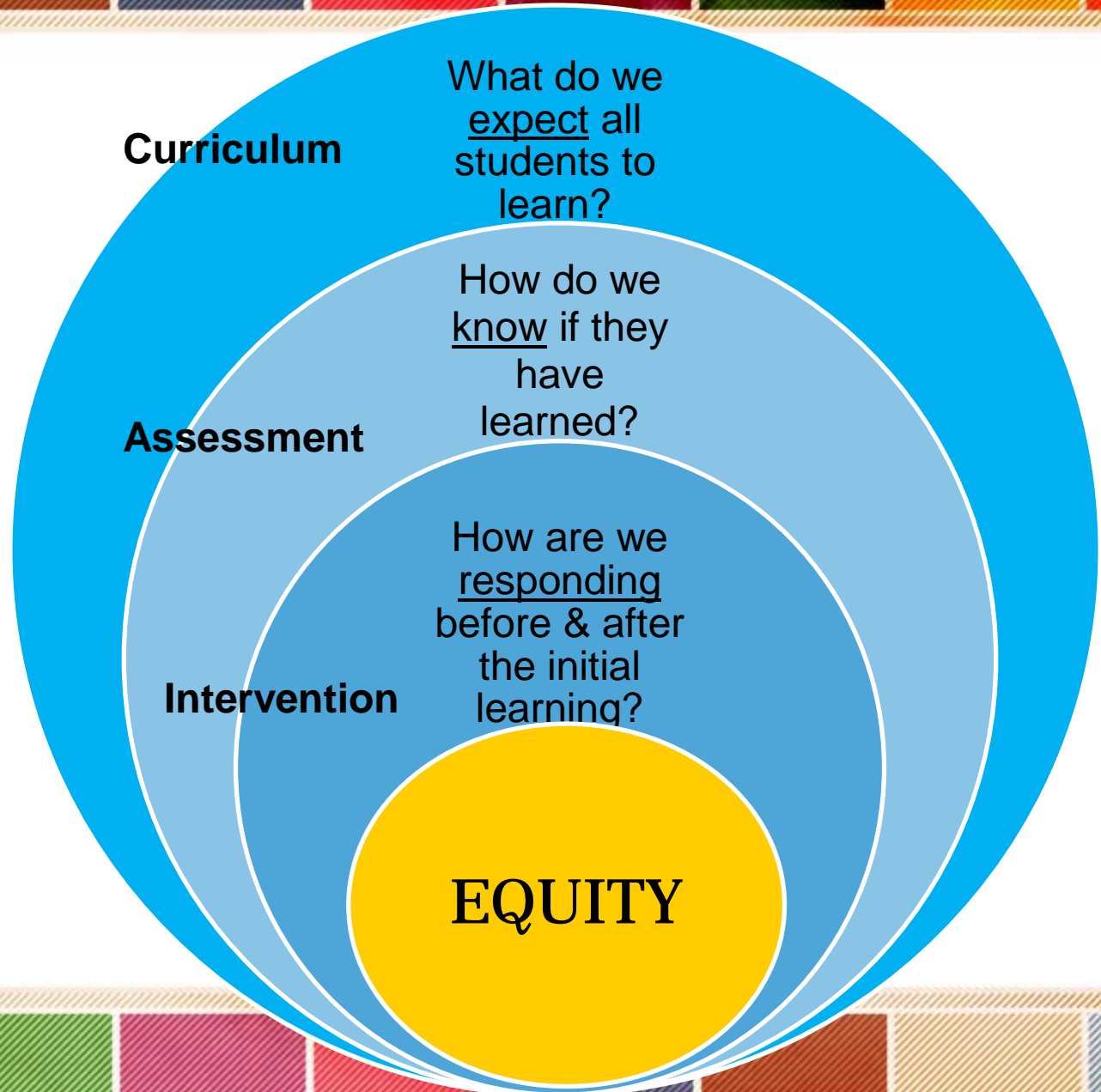
Review quarterly
Dec.-Feb.-May-July
data that informs
progress of 3-year
Targets

Review annually
Sept.
curricular alignment

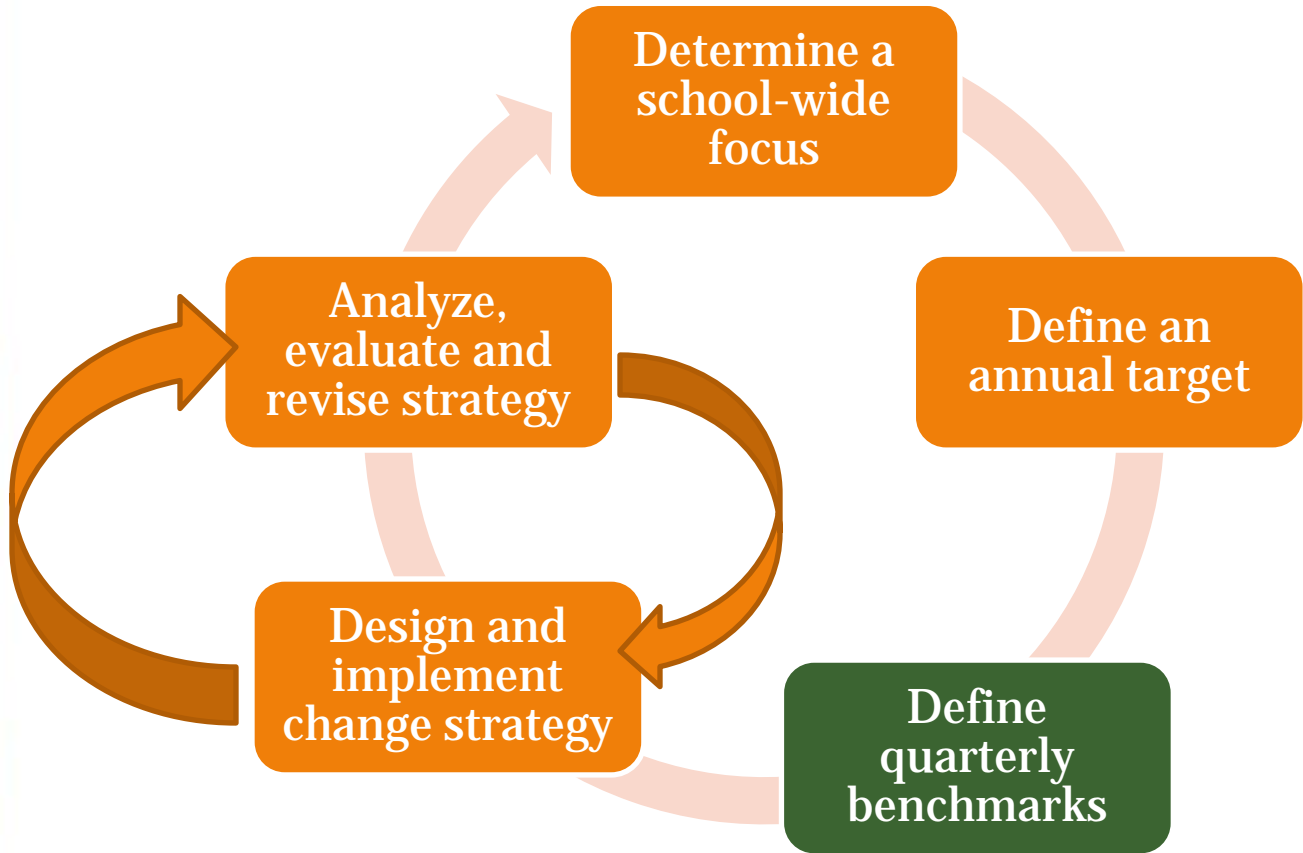
Review annually
Oct.-March
Results of
intervention &
enrichment



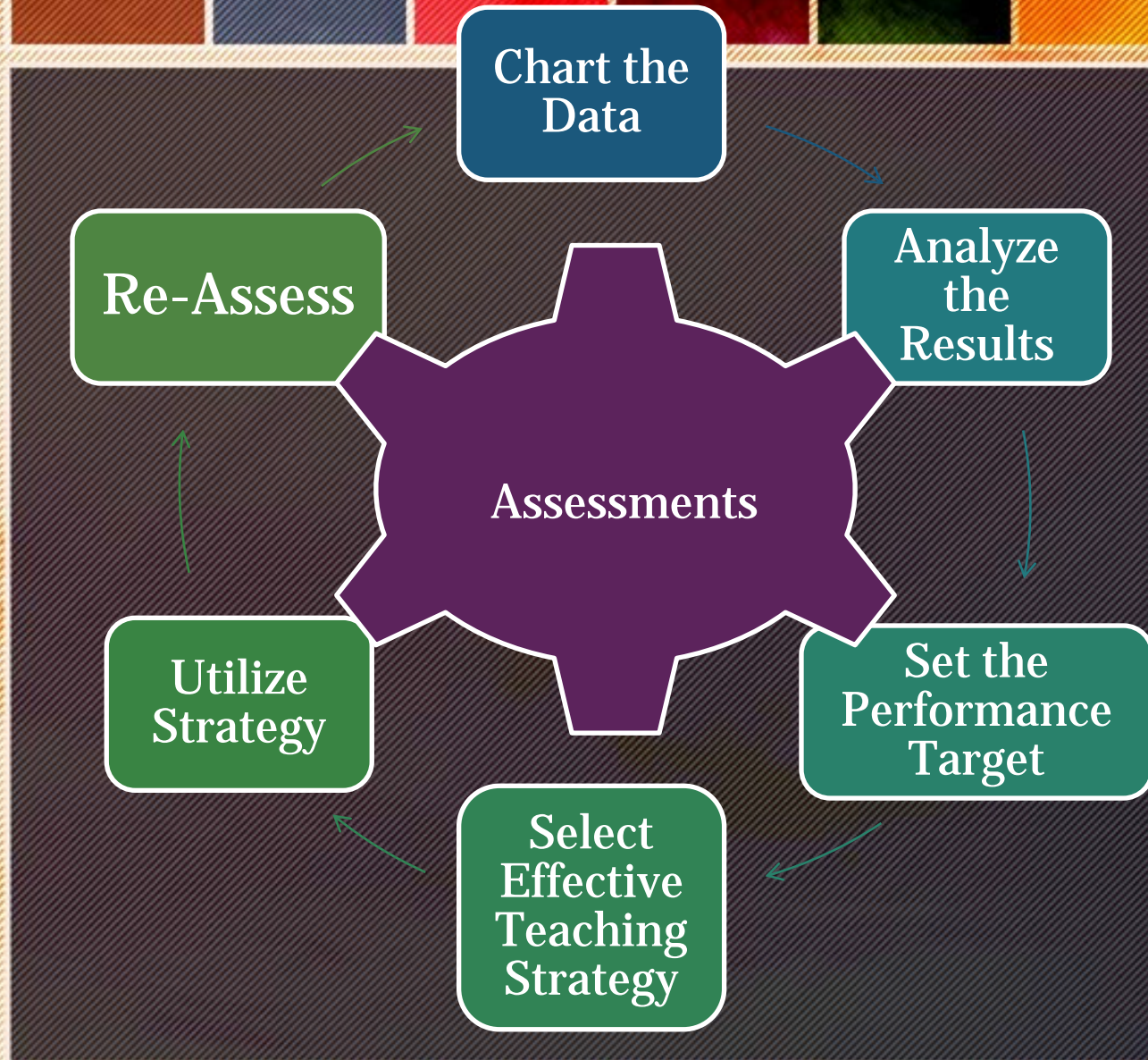
CRITICAL QUESTIONS



Tracking Results at Building Level

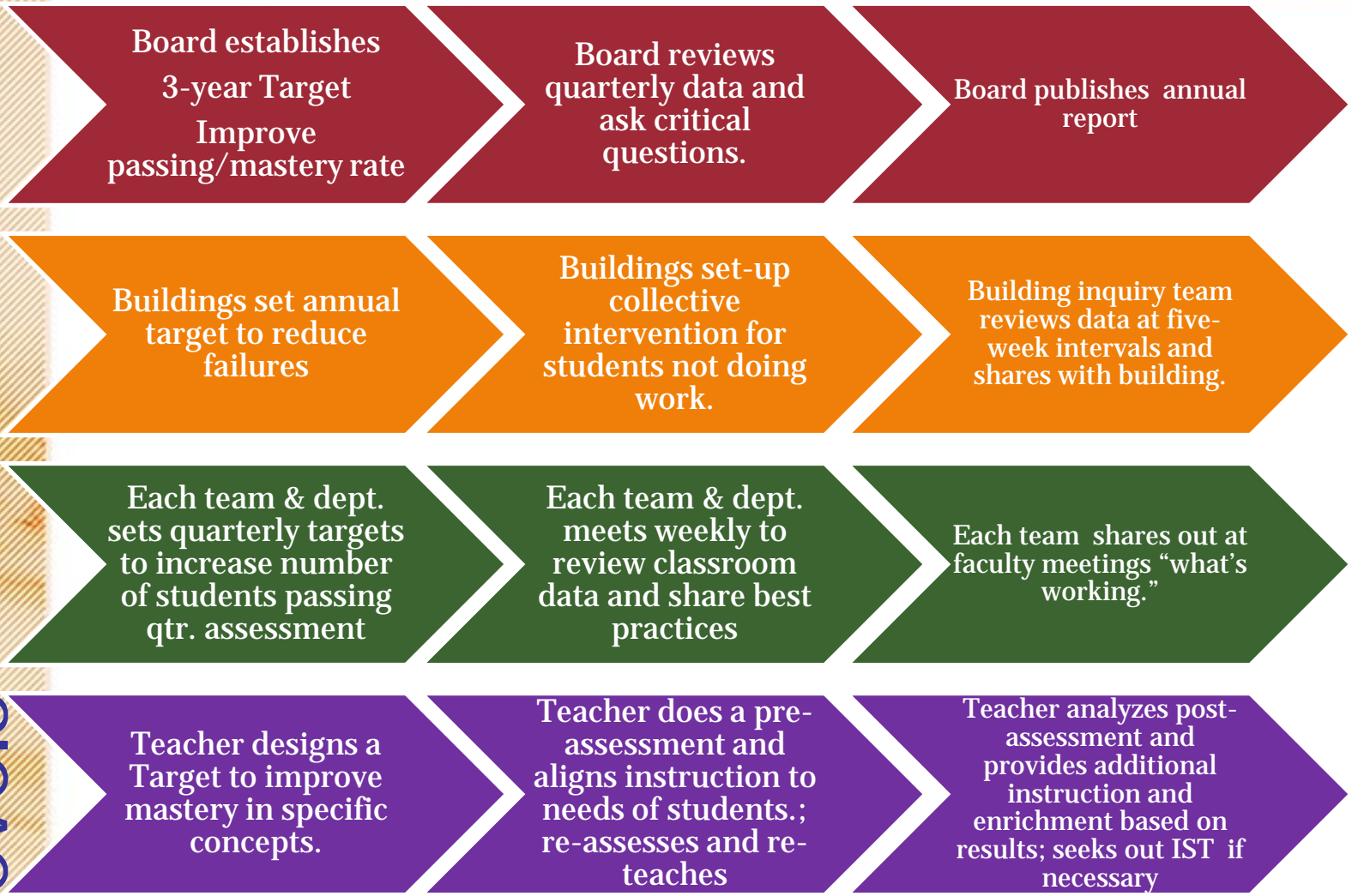


Tracking
Results at Teacher level



How Tracking for Results Looks at all Levels

Levels



2011-12 Quarterly Results

A REVIEW OF CURRENT RESULTS









Seeing the forest through the trees

EMOTION



FUNDAMENTALISTS

- View change itself as an enemy
- Vocal supporters of the status quo and tradition.
- Express a loathing for outside influence and control and administrators who dare to try and control operations in their classrooms.
 - Socialized in the field where they have practiced since age five.
 - Apprenticeship of observation
 - On average were good students and want to preserve the same system they have enjoyed and benefited from as students.

Old Contract vs. New

- Teacher's right to autonomy in the classroom. Believe standards cause them to not be creative, bad for students
- They choose how to assess students, blame is on students who fail, not teachers.
- Standardized curriculum
- Proficiency is judged both internally and externally. Blame can be felt placed on teachers

Old contract vs. new

- Displeasure with leadership activities such as walk-throughs, common assessments, student achievement data.
- Resent new push to constantly seek professional development and to use terms like research-based and best practice. These terms are an insult to their expertise and intelligence.

- Old contract allowed isolation and even rewarded one for taking a position of isolation.
- Feel meeting with other teachers is waste of time and an intrusion of their right to control their working conditions. Having their day dictated and planned for them was not part of the initial deal.

- Dislike transparency
- Loath accountability
- Feel their viewpoint that not all kids can meet standards is more realistic.
- Bell curve can be found in their grading practices.
- Some can be great teachers, some are poor. But if the great ones refuse to embrace techniques to improve, then they are cheating kids.

Tactics

- Keep the argument focused on emotion.
 - Argue how a change in policy, budget affects them and other staff members on the emotional issues associated with change—comfort, convenience and working conditions.
- Thrive at the emotional level.
 - Rarely challenge an organizational change supported by research and empirical evidence.

Tactics

- Politic in the informal organization
 - Parking lot conversations
 - Staff lounge
 - Email
 - Halls, social events
 - Use Parents & community

Methods

- Defamation
 - All out personal assault on the change agent. They attack the person advocating the change.
- Disruption
 - When defamation does not work they attack the change itself
 - Slow the change process by creating What-ifs, obstacles so overwhelming that staff decide not to try.
 - Say we tried to fix “it” last time and it didn’t work, leave it alone.
- Distraction
 - Passive aggressive behavior, saying I’m being forced to do this and I don’t agree.
 - Eye-rolling, negative posture, engaging in unrelated activity at the planning meeting
 - Freely engage in negative comments, they retreat into a covert form of personal resistance.

STRATEGIES TO OVERCOME EMOTION



What Doesn't Work

- Drive by staff development.
- Once a year feedback.
- Accountability as intimidation.
- Fantasies of the good old days.

National Staff Development Council

Making Matters Worse..

“When we face resistance to our ideas, most of us react with an assortment of ineffective approaches. These are our default positions.”

- Use power
- Manipulate those who oppose
- Apply force of reason
- Ignore resistance
- Play off relationships
- Make deals
- Kill the messenger
- Give in too soon

- **Why Default Strategies Don't Work** and may often escalate and strengthen opposition to your goals
 - They increase resistance
 - The win might not be worth the cost
 - They fail to create synergy
 - They create fear and suspicion
 - They separate us from others

— Mauer, 1996

Getting Beyond the Wall

Five Fundamental Touchstones

1. Maintain clear focus

- Keep both long and short view
- Persevere

2. Embrace resistance

- Counterintuitive response
- Understand voice of resistance

3. Respect those who resist

- Listen with interest
- Tell the truth

4. Relax

- Stay calm and stay engaged
- Know their intentions

5. Join with the resistance

- Begin together
- Change the game
- Find themes and possibilities

Consider strategies that incorporate most (or all) of the touchstones!

— Mauer 1986

What's Worth Fighting For

- **What's Worth Fighting for -- Guidelines for Principals:**

- 1. De-privatize teaching
- 2. Model instructional leadership
- 3. Build capacity first
- 4. Grow other leaders
- 5. Divert the distracters
- 6. Be a system leader

- **What's Worth Fighting -- Guidelines for Systems:**

- 1. Invest in the instructional leadership of principals
- 2. Combine direction and flexibility
- 3. Mobilize the power of data
- 4. Use peers to change district culture
- 5. Address the managerial requirements
- 6. Stay the course

— *Fullan, 2008*



Making Accountability Work for Coxsackie-Athens

- Accountability can be a constructive force in schools if it meets certain criteria:
 - Used to improve teaching and learning.
 - Broad application-holistic- to multiple stakeholders.
 - Self-correcting system that is dynamic.

Holistic 10 Success Factors

1. Time for Collaboration
2. Frequent feedback
3. Time for Instruction
4. Action research and mid-course corrections
5. Teaching matters
6. Intensive focus on data, including multi-points and multi-year cohort data.
7. Common Assessments
8. Full Involvement of all staff
9. Non-fiction writing in all content areas.
10. Explicit involvement of music, art, PE world language, technology, sports, etc..

Our Strategy in Coxsackie-Athens

- Set high standards/expectations
 - What students need to know and be able to do
- Create an assessment and accountability system
 - To validate that students are meeting ours and NYS standards
 - To publicly report on progress of schools in meeting standards
 - Targets, annual report
- Build a culture willing to implement changes in instructional practices to meet standards.
 - Professional Learning Communities

Strategies cont'd.

- Build in time for meaningful collaboration.
 - Daily Professional Learning Period
- Give students and parents frequent feedback.
 - Internet access to timely student grades, virtual classrooms
- Maximize time for effective instruction.
- Base decisions on research and best practices.
- Hire quality teachers and use APPR to improve others.
- Focus on multiple sources of data.
- Develop common assessments.
- Expect Non-fiction writing in all subjects.
- Involvement of the entire staff in planning.
- Purposeful involvement of music, art, PE languages, technology and others.

Are Students Ready?

- More than 600,000 of incoming college freshman- 29% of the total- are taking at least one remedial reading, writing or math class. Taxpayers spend \$1 billion a year on those classes.

Ed Barlow-preparing the Finger Lakes for the 21st Century.

- Only 55% of students who enter college will graduate, primarily because K-12 does not prepare them for college

Haycock, Conley

THE OPPORTUNITY

- The Single Factor having biggest impact on..
 - Achievement level
 - College readiness?

Teachers

- “The teacher effect makes all other differences pale in comparison.”

William Sanders

- “Improved classroom instruction is the prime factor to produce student achievement gains.”

Allen Odden

- “Having an above average teacher for five years running can completely close the gap between low-income students and others.”

Robert Marzano



Unfortunately....
Some Say We're Not Ready

- “Most of us in education are mediocre at what we do”

Tony Wagner, Harvard Graduate School of Education

- Every study of classroom practice reveals that most teaching is mediocre—or worse

Goodland; Sizer; Resnick; Auman & Young





What Some Say

- “Effective teaching is quite different from the teaching found in most classrooms”

Odden & Kelley

Why?

- “Effective practice is voluntary and therefore rare.” even in affluent schools.

Richard Elmore

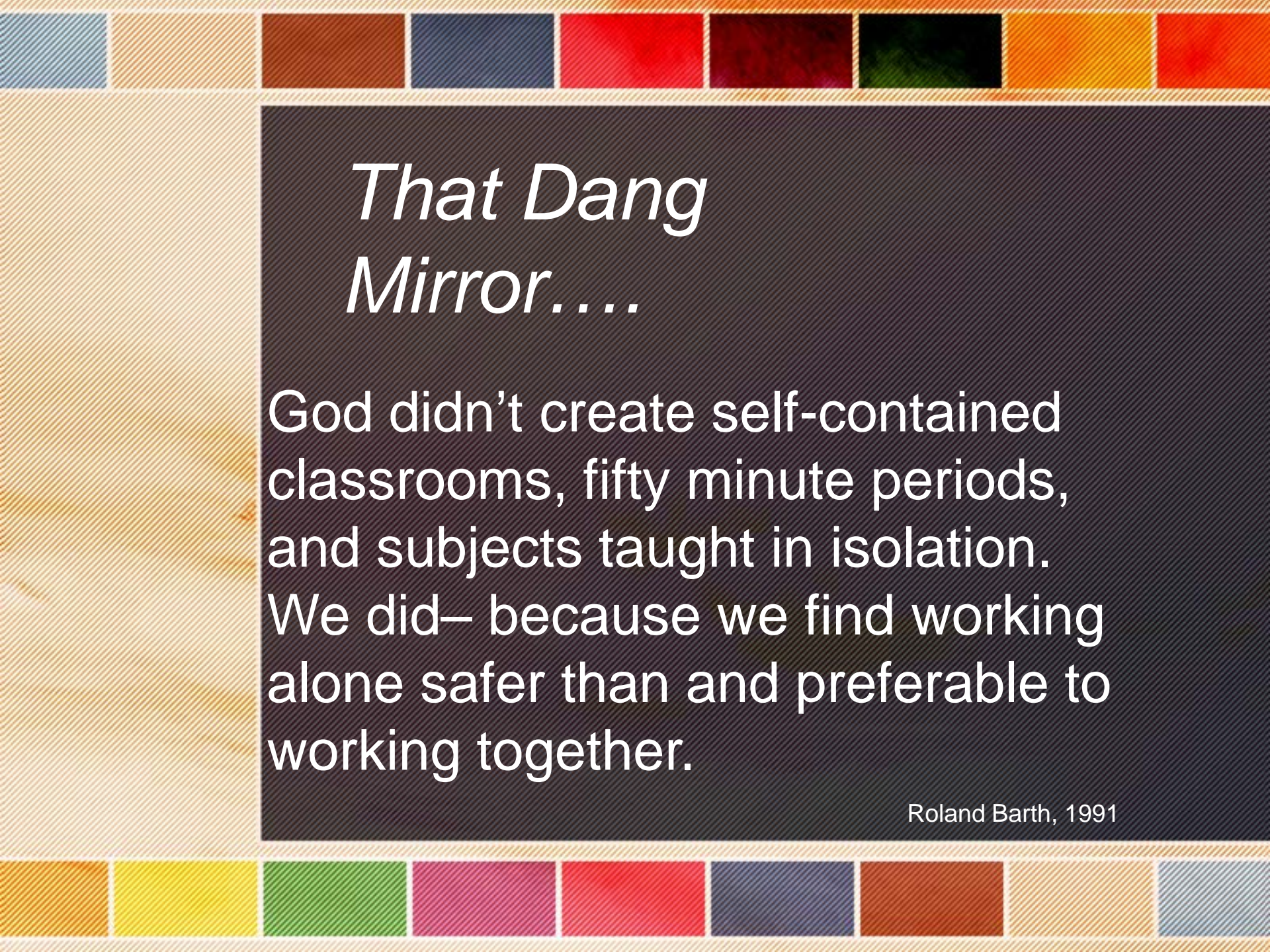
Why does This Occur?

- “Here are the keys, good luck!” approach to *welcoming* new teachers forces them into instructional privacy which leads to isolation; isolation is the enemy of improvement.
- The administrative superstructure of schools exists to buffer teaching from outside inspection, interference or disruption.

The System

- “The crush...of our myriad daily events and duties kept us from collaborating..and so we worked consciously and unconsciously toward our own goal, within the limitations of what each of us knew or did not know.”

DuFours



That Dang Mirror....

God didn't create self-contained classrooms, fifty minute periods, and subjects taught in isolation. We did— because we find working alone safer than and preferable to working together.

Roland Barth, 1991

Proving The Nay Sayers Wrong

We must be ready to say:

- “All facets of the school operation must be open to examination and change”
- “Change should occur in accordance with the best research literature.”
- “We can be better than we presently are!”

Leadership's Role

- “When you truly want better results for students, you don’t just stare at the data and display some colorful charts. You don’t just talk about what the kids are doing. You display courage and you are willing to do unpopular things. The only schools that truly get results are the ones who say, “I know that the buffer as Elmore calls it, serves to protect teachers from outside inspection or scrutiny. Nonetheless, I’m going to inspect and scrutinize ,and I’ll encourage my colleagues to do this as much as they can themselves. I’ll ask the uncomfortable questions, make sure certain things are happening, and confront the people who are not doing them. I’ll do it as tactfully and painlessly as possible, but if the good things are not happening there will be a confrontation.”
- “We need to be ready to say the emperor has no clothes.”

M. Schmoker

Relationship Building
Connect Peers with a Purpose
Take Care of Ourselves

personalization

Moral Purpose

precision

Coherence Making
Transparency Rules
Systems Learn

professional learning

Knowledge Creation
Capacity Building Prevails
Learning is the Work



Supporting a Culture that Supports Learning

Your Subtitle Goes Here

A Four Year Plan of Action

THE BIG IDEAS

LEARNING, COLLABORATION, RESULTS



What's Ahead

Focus on Learning





Essential Questions

- What do we want all students to learn?
- How will we know if they have learned it?
- How will we respond when they don't?
- How will we meet the needs of those who “already know?”

Essential Guiding Questions For Learning

	2011-12	2012-13	2013-14	2014-15
<p>What do we want Students To know and Understand & How will we help them learn it?</p>	<ul style="list-style-type: none"> ◆Develop 1st draft of Essential Outcomes with the Common Core ◆Continue to communicate message of focus on learning. 	<ul style="list-style-type: none"> ◆Review outcomes ◆Share outcomes with school community. ◆ Continue to Unwrap Outcomes <ul style="list-style-type: none"> -Determine essential vocabulary w/I outcomes ◆Introduce high impact instructional strategies 	<ul style="list-style-type: none"> ◆Review/modify Essential outcomes ◆Review Unwrapped outcomes 	<ul style="list-style-type: none"> ◆Share unwrapped outcomes and revised outcomes with school community. ◆Continue to focus on background(essential academic vocabulary) knowledge. ◆Action research high impact instructional strategies.
<p>How will we measure & know students understand & communicate their results?</p>	<ul style="list-style-type: none"> ◆Introduce these questions. ◆Develop and share district wide student learning targets. 	<ul style="list-style-type: none"> ◆Introduce concepts of formative assessments ◆Learn by Doing Assessment Cycle ◆Provide deeper data from state exams, local assessments to inform future instruction. ◆Introduce growth/value added data concept. 	<ul style="list-style-type: none"> ◆Utilize quarterly benchmark assessments- ◆Continue PD for formative assessments-student level 	<ul style="list-style-type: none"> ◆Continue to integrate formative assessment cycle twice quarterly. ◆Continue PD for utilizing assessments/data

Essential Guiding Questions For Learning

	2011-12	2012-13	2013-14	2014-15
How will WE respond collectively to provide extra time and support for students who need it?	<ul style="list-style-type: none"> ◆ Introduce this question. ◆ Special Education Focused Review 	<ul style="list-style-type: none"> ◆ Explore ways to utilize master schedules to build in time during the day to provide time and support. ◆ Integrate RtI concept at MS/HS ◆ Develop building wide Pyramid of Interventions. 	<ul style="list-style-type: none"> ◆ Continue PD in intervention strategies 	<ul style="list-style-type: none"> ◆ Measure impact of Interventions on student results. ◆ Self-assess our collective effort to provide interventions.
What will we do to stretch the learning for students who already understand?	<ul style="list-style-type: none"> ◆ Introduce conversations for academies at HS level. ◆ Investigate enrichment at PS level 	<ul style="list-style-type: none"> ◆ Offer additional college level courses ◆ Investigate CTE offerings @ CA ◆ Design and pilot academy concept at HS. ◆ Open up opportunities for enrichment at middle level and K-4 level 	<ul style="list-style-type: none"> ◆ Continue to add college level courses through academies ◆ Develop long range schedule for college level offerings. ◆ Design CTE credit courses for HS 	<ul style="list-style-type: none"> ◆ Pilot recommendations for ML advanced courses ◆ Integrate R/R into unit plans.



Collaboration

- What's Ahead

Together, We All learn

- Ultimately there are two kinds of schools; learning enriched schools and learning impoverished schools. I have yet to see a school where the learning curves...of the adults were steep upward and those of the students were not. Teachers and students go hand and hand as learners...or they don't go at all.

Roland Barth

Collaboration

- Essential and proven to sustain school improvement.
 - Schools cannot help students achieve high levels if teachers work in isolation.
 - Schools improve when teachers are given the time and support to work together.
 - Schools must identify and implement practices for raising student achievement.

Collaboration

	2011-12	2012-13	2013-14	2014-15	2015-16
Building and sustaining a collaborative culture	<ul style="list-style-type: none"> ◆ Introduce concept and present evidence of impact of working collaboratively ◆ Agreeing to vision and mission at building level. 	<ul style="list-style-type: none"> ◆ Introduce school based inquiry teams ◆ SBIT utilize data drive n inquiry to lead conversations ◆ PLC workshop-10 teachers ◆ Summer reading-Whatever It Takes ◆ Introducing common language with District-wide Professional Development 	<ul style="list-style-type: none"> ◆ Visitations to other schools ◆ PLC Assessment workshop-12 teachers ◆ SMART goals for professional development aligned to targets 	<ul style="list-style-type: none"> ◆ Teacher Induction/mentoring ◆ PLC coaching Academy ◆ Awareness of <i>action research</i> 	<ul style="list-style-type: none"> ◆ Introduce Peer coaching. ◆ Understanding and piloting of team driven <i>action research</i>

Teachers working together interdependently to impact their classroom practice, that lead to better results for their students

What's Ahead

Focused on Results



Results

	2011-12	2012-13	2013-14	2014-15	2015-16
Focused on Results	<ul style="list-style-type: none"> ◆ Introduce concept of results orientation. ◆ Develop district level, building level and teacher level targets. ◆ Monthly critical questions period at BOE meetings 	<ul style="list-style-type: none"> ◆ Publicize district student results. ◆ Narrow focus of PD aligned to targets ◆ Participate in value added training. ◆ Introduce and pilot of benchmark assessments ◆ Awareness of Data Walls 	<ul style="list-style-type: none"> ◆ Continue to build awareness & learn about growth model. ◆ Gap analysis ◆ Build understanding of benchmark formative assessments ◆ Implement grade level quarterly benchmark assessments 	<ul style="list-style-type: none"> ◆ Establish new 3-year targets ◆ Develop understanding of value-added, growth model. ◆ Continue PD for formative assessments to support implementation. 	<ul style="list-style-type: none"> ◆ Utilize growth data to inform instruction. ◆ Continue PD for formative assessments & measure impact. ◆ Integrate formative assessment cycle twice quarterly.

We will continue to implement better procedures that gives teachers relevant data in a timely manner.



“Brick walls are there for a reason, they let us prove how badly we want things.”

-Randy Pausch

“Greatness is not where we stand, but in what direction we are moving.”

-Oliver Wendell Holmes

