

# School Improvement Using Research and Data Teams Self Paced, Online Training



# Macon Piatt Regional Office of Education

2022 Barbara Preston

# Please Read

This training is online, self-paced.

Please make sure you are registered for the training at:  
<https://www.maconpiattroe.org/> click on sign up for  
Professional Development

**Please read all slides, view all videos, and answer all the TASK QUESTIONS. They will always be in RED.**

Please send all the task answers when you have completed the entire training to [prestonb@roe39.org](mailto:prestonb@roe39.org) –  
**Example on next page**

**Due Date is: Nov. 15, 2022**

You can put them into a ppt. or WORD document.  
Please no google docs because I do not have permission to open them.

# Sending the Task Answers

Your name\_\_\_\_\_

Title of the Training: School Improvement

Task one:

Task two:

Task three:

Make sure you send all the tasks together when you complete the training through email

[prestonb@roe39.org](mailto:prestonb@roe39.org) with the title of the training at the top.

Due Date is: Jan. 30, 2022

## TASK ONE -Pre/Post School Improvement

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

**Copy the pre and post tests and send to me with your tasks.**

School Improvement Statements	Pre	Post
I understand that School Improvement is successful when teachers, parents, students, community, and administration build a plan that is unique to each school/district and for ALL students.		
My input and support of the school improvement process includes: looking at my own data inside my classroom, identify my and the students' needs, determine the most effective strategies, and seek professional learning to support the plan.		
I can identify all the parts of a school improvement plan and analyze assessment data to improve teaching and learning in my classroom for ALL students.		
I realize that that my classroom is Tier One of student learning. Using research based, common strategies that have a great effect size on learning is crucial for better achievement for ALL my students.		
I know how to become a part of a data team either with my peers or a school improvement data team with all stakeholders.		
As an administrator/Evaluator, I know that evaluation is a tool to support teachers and student learning. If one element or Domain needs supported for staff members after analyzing evaluation data, I can locate resources that will help me in this effort. School Improvement is a formative assessment that shows the lows and the high of student achievement. Finding how to replicate the highs and raise the lows is the goal. Everyone is involved.		

# This training...Please read

As I put this training together, I relied on research and school improvement specialists. I want you to know that I know TIME and MONEY hinder districts and schools to do a proper job of school improvement. These are suggested ideas and it will take small steps doing one or two things at first to get the momentum of “THIS IS HOW WE DO THINGS HERE!”

The training has solid ideas and research. Take what you need from it and go forward.

Thank you.

- A school improvement plan is a **road map that sets out changes a school needs to make to improve the level of student achievement**, and shows how and when these changes will be made.



School Improvement ppt. for Illinois

<https://www.isbe.net/Documents/appendixK.pdf#search=definition%20of%20school%20improvement%20for%20Illinois>

**EDUCATIONAL IMPROVEMENT IN A NUTSHELL**  
**THIS IS THE GOAL OF THE TRAINING.**



# Begin with relevant research

*Visible Learning: A synthesis of over 800 Meta-Analyses relating to Achievement* by John Hattie. Routledge 2009

This book brings research into perspective with effect size on learning, the ultimate goal.

A summary of the statistical analysis used by Hattie is on the next slide. There is a task attached to it.



## Task Two –Using Hattie’s Work

[https://www.creatinggrounds.com/uploads/9/6/2/4/96240662/visible\\_learning\\_for\\_teachers\\_summary\\_2.pdf](https://www.creatinggrounds.com/uploads/9/6/2/4/96240662/visible_learning_for_teachers_summary_2.pdf) Use this website to answer the questions below.

**1. Please read the Five Attitudes on the 1<sup>st</sup> page.**

**2. Skim the Preparing the Lesson on pgs. 2-4.**

**3. Skim the Flow of the Lesson pg. 4.**

– What is Differentiation according to Hattie?

**4. Read Strategies of Learning pg. 5.**

**5. Read Strategies of Self-Regulation pg. 5**

– What two major skills that Learning Requires?

**6. Read the Flow of the Lesson (Feedback) pg. 6**

– What the 3 feedback questions?

– What are the three feedback levels?

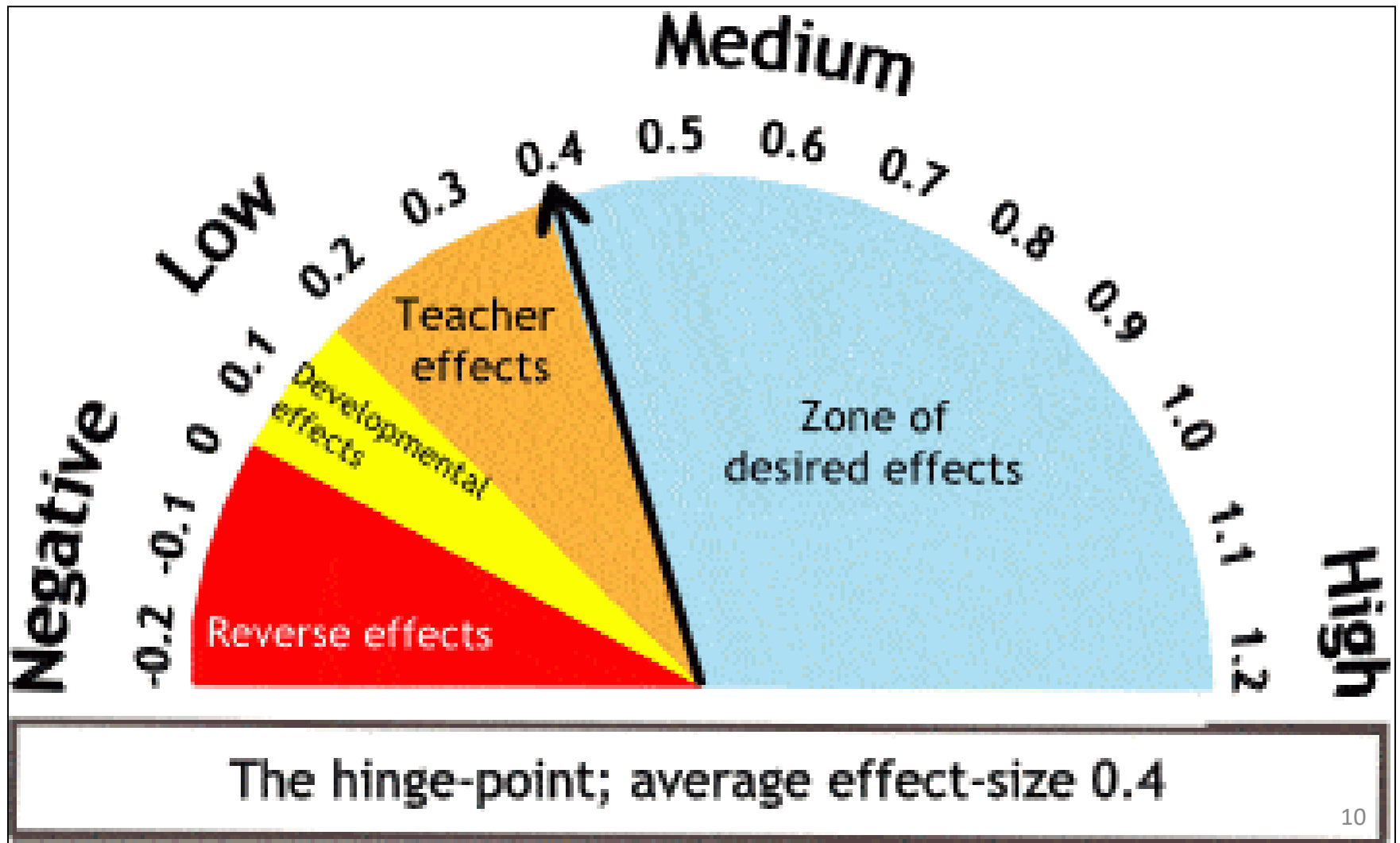
**7. Read the End of the Lesson pg. 7**

– What does Hattie say about the Evidence of Learning?

\*Message from trainer

This site might take you out of the power point. Copy the hyperlink and put it into your search engine and pull it from there. I know that will work.

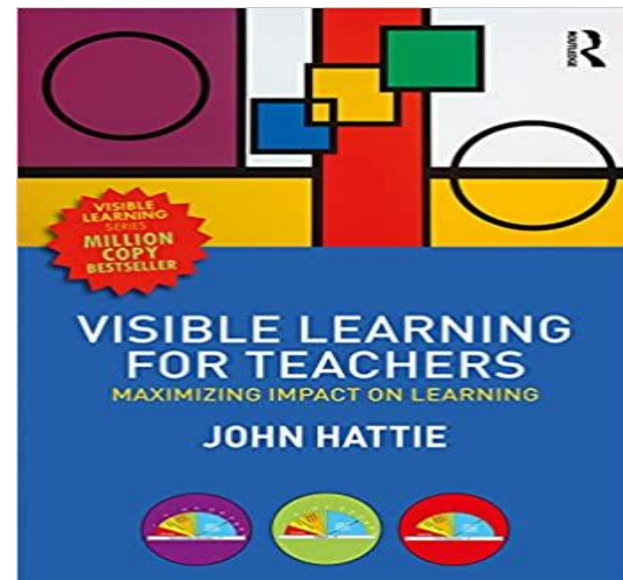
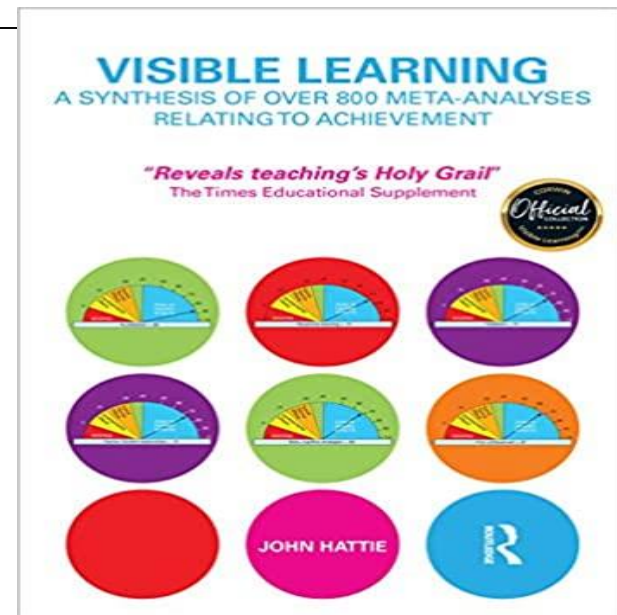
# John Hattie's Work is Beyond the Average Effect Size of .40



Just look at the 1-10. All of these have over .40 effect size and would increase student achievement.

## The Meta Analyses Ranking

1. Student Self Reports Grades 1.44
2. Student Piagetian Programs 1.28
3. Teacher Providing Formative Evaluation .90
4. Teacher Micro Teaching .88
5. School using Acceleration .88
6. School having Classroom Behavioral Program .80
7. Teacher Comprehensive Interventions .77
8. Teacher Clarity .75
9. Teacher using Reciprocal Teaching .74
10. Teacher using Feedback correctly .73
11. Teacher Student Relationships .72
12. Practice being spaced and mass .71
13. Meta-cognitive Strategies .69
14. Student prior achievement .67
15. Vocabulary Programs .67
16. Repeated Reading Programs .67
17. Creativity Programs .65
18. Self Verbalization .64
19. PD .62
20. Problem Solving Teaching .61



# Self-Reported Grades

## Effect Size of 1.44 (#1 Strategy)

On Page 31 in Hattie's first book:

“By the age of eight, many students have already worked out their place in the ranking of the achievement equation. Students are very adept in knowing how to rank their performance.”

If they are always low, the expectation has set the limit of what can be attained, BUT.....

The power of the teacher can reset their self ranking.

- setting more challenging goals,
- engaging students with attainable goals,
- giving students confidence to set and attain those goals.

# Parents, School, Teacher, Curriculum, and Teaching Approaches

All of these play a part in how students see themselves as a Learner.

- Parent support needed, if not a parent, **one caring adult that believes in the student.**
- **Climate** at school that **welcomes errors and provides a safe place to fail** without feeling “less than”.
- The **teacher qualities, approaches to instruction**, and conceptions of how influential he/she is to the learner.
- The **curriculum that balances surface learning with deeper learning.**
- Being **explicit and systematic** about key practices for learning.

# Other researchers agree with Hattie

The next slides will go through some of Hattie's top results.

## Influence Effect-Size

Instructional quality 1.00  
Instructional quantity .84  
Direct instruction .82  
Remediation/feedback .65  
Mastery learning .50  
Teacher in-service ed .49

## Self Reporting Grades #1

Students have opportunities to **self assess themselves with attention to performance, persistence, and overall effort.**

- Student Led Conferences
- Portfolio
- Journaling in all contents, using the journals as they learn and perform
- Rubric
- Prototypes

# Piagetian Programs

Piaget was all about readiness levels –

## **1.28 Effect Size**

- Pre assessment
- Building background knowledge
- Acceleration
- Intensive Intervention to reach readiness
- Formative Assessment during learning
- Re-teaching if formative assessment indicates the need

## **Teacher Student Relationship**

Using SEL standards here.....

**Effect Size of 0.72** which is high

1. Student initiated and student regulated activities
2. Teachers actually show they care about the students as learners creating a safe environment to take risks, feel safe, self assess, learn to understand others and the content.
3. Empathy, warmth, encouragement of higher order thinking and learning, adapt to differences, genuineness, and last is learner centered beliefs.

## Professional Development 0.62

1. Learning occurred over time
2. External experts were successful for within school initiatives
3. Teacher engagement was important to success
4. Challenging the teachers to teach curricula more effectively
5. Teachers having time to talk about teaching
  - Time was set aside for teachers to learn and it was supported by administration, and opportunities were provided for teachers to meet regularly.
  - Finding release time for them to grow

## Teacher Clarity 0.75

- **Clarity** defined as organization, explanation, examples, and guided practice with assessment of student learning.
- Teachers become learners of their own teaching-students become their own teachers.
- Teachers intervene in a calculated and meaningful way.
- Planned and intentional transfer of experiences and knowledge
- Specific goals set by the learner
- Successful lessons set for the learner
- Quality of feedback is positive and quick
- Teaching coping strategies along the way
- Students need to learn how to concentrate, set determination, perseverance, and building self-efficacy.
- Finally, making sure students are able to use the new learning in their real lives.



# Passion

Having **passion for teaching and learning**. It can be infectious, it can be taught and modeled.

Sensations of being involved, willingness to be involved, and **deliberate practice** to attain understanding.

**Reflecting** the thrills of learning and the frustrations of learning.



## John Hattie asks these things of teachers who encounter his children in school. Pg. 261 of Hattie's Book

1. **Nurture and challenge my child's intellectual and imaginative capacity** to the hilt
2. **Do not crush their learning** with boring pedagogy.
3. Don't patronize them with **surface knowledge**.
4. Don't bludgeon them with **mindless busy work**.
5. **Limit worksheets** please
6. Ensure that there is a **legitimate progression of learning from one day, to the next week, to the term, to the year to the next year**.
7. Show genuine **respect for them** because they are developing human beings.
8. Strive to **maximize their potential for later schooling**, post education, training and employment, and for the quality of life itself so that they can contribute to and enjoy the fruits of society that is fair, just, tolerant, honorable, knowledgeable, prosperous, and happy.

# Hattie states:

No Blame Game

No Exclusion of students

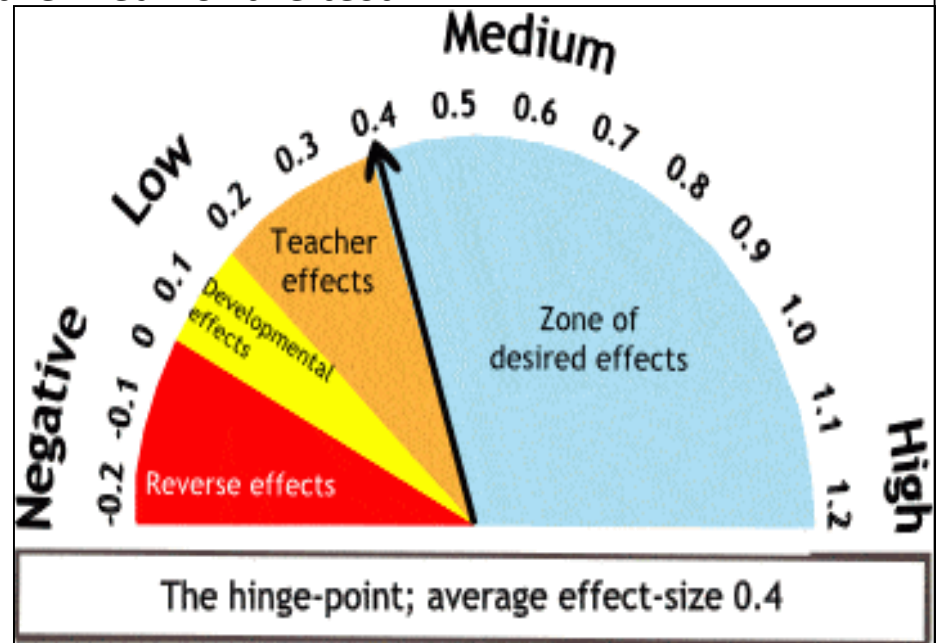
No Gender or Cultural Retention to save the mean of the test

Prioritize and teach across contents:

- ☐ Literacy
- ☐ Numeracy
- ☐ Problem Solving
- ☐ Creativity
- ☐ High Expectations

Fix These Problems:

- ☐ Inequality of providing for students
- ☐ Measuring does not fix schools
- ☐ Shaming into motivating does not work
- ☐ Expanding safety nets for kids **does** work
- ☐ Analyze student outcomes while increasing teacher quality
- ☐ Identify struggling schools and then provide resources to improve
- ☐ Test scores do not always give the truth-use multiple facts



# Hattie says...

- **Accountability must be monitored.**
  - 90% of the faculty should buy in and leave the other 10% behind. You will see 3-5% higher achievement just from this.
  - **Fear, Stress, Anxiety, Burnout-** Data and feedback at the classroom level is needed. Harmony and Passion can be measured with the right observations and questions.
  - **Feedback is needed** and that means administrators need to be trained on observations and feedback more than just an administrative degree gives them.
  - **Feedback comes from being focused on what the observation is about.**

# Training in Observation and Feedback

This is not about evaluation

- ❑ Observe all classrooms as a team **looking through the eyes of a student with an overall observation form that includes**
  - **Classroom environment** -set up of the room, viewable and readable tools, lighting, comfort, some differentiated seating for students who have trouble with sitting.
  - **Classroom management** -clear-few rules/consequences from classroom to hall to next classroom-Common ones matter.
  - **Teacher/student relationship** -safe environment to take risks and share their story.
  - **Teacher talk (10-20%)vs. Student talk (80%)-This has to change.**
  - **Instructional Grouping THAT IS FLEXIBLE AND CHANGES WITH DATA**
  - **Instructional Strategies** -higher order questioning, lesson plan, engagement of students, formative assessment, and common vocabulary across K-12 with questioning, classroom rules, what we call things across the curriculum.

# Lesson Planning Example

Plan is structured around the amount of time each teacher has to instruct in: 46 minute Lesson

Standard or Essential Question (Begin with the end in mind)

- ☐ Overview of Lesson -1 min.
- ☐ Pre-assessment-3-5 min
- ☐ Build Background knowledge from pre assessment or go into lesson -5-7 min
- ☐ Direct Instruction-10 min—I DO
- ☐ Engaging, authentic Practice 15 min WE DO
- ☐ Individual or Group Mastery Building 10 min TWO DO – YOU DO (Might be homework)
- ☐ Closure 3 min

**I DO WE DO TWO DO YOU DO**  
**GRADUAL RELEASE OF RESPONSIBILITY**

## Administrators

### Give immediate feedback to teachers

If you are finding that a large percentage of teachers **are not pre-assessing for background knowledge** or not using what they learn from the pre assessment, then that is one area you would offer training in. You pre-assess for new content.

If you find that teachers are **not engaging students with meaningful practice**, then offer that training.

- However, the teachers need to know what you found in the observations and a plan needs to be set up for them to become better.

This is not a remediation plan, but a plan that will help them become better at their craft and lead to better student mastery and achievement.

# Be up front about plans the district is implementing or trying

- **This type of observation and feedback needs to be discussed with the teachers and the union** so it does not become an issue for grievances.
- **If everyone does not want to get better, then that becomes an issue for the district to begin looking into what other districts have done to observe without evaluative repercussions.**
- **It is about students and achievement, not about pointing fingers and gotcha. IT IS ABOUT ALL OF US SERVING OUR CLIENTS AND THE PARENTS WHO PAY OUR SALARIES and PREPARING THESE HUMAN BEINGS FOR WORKING AND LIVING IN OUR COMMUNITIES AND SOCIETY AT LARGE.**
  - Some districts learned from an outside company that RESPECT was an issue. What was done about that finding?
  - Does culture and climate enter into this finding?
  - Is there anyone who can provide training in this area? These might be questions you will have as you assess and survey clients.



# Overall Observation Opens the Door for Specific Observation and Ongoing School Improvement

After looking at the overall observations data:

- **Decide what areas are strengths and weaknesses –Give feedback immediately**
- **Decide what areas teachers need more training in and provide it** just as you would for students-differentiated and ongoing so you can get all teachers into the training
- **Then start observing teachers to see if they are implementing the PD they were given.**
  - Then this will drive other PD needed and observations to be done.
  - Continue with overall observations along with evaluations of staff –Peer observations and administration
  - District needs to drive the observations in the beginning.

# Task Three-Using Hattie's Data

From the previous slides regarding John Hattie's Research:

- 1. Choose 3 areas that your school needs to put into place for continuous school improvement.**
- 2. Give me one idea for each area you have selected that would start the process. Reference the slide # to support your answer.**

The challenge facing schools is an overabundance of data and a scarcity of information that will help make better decisions for achievement.

**You must gain control over the flood of data**

1. Commit to **data analysis several times a month as a continuous process, NOT AN EVENT** (Oberman & Symonds, 2005)

# Flood of Data-Reeves 2

2. Start with a **clearly focused question** ABOUT YOUR DATA OBSERVATIONS:

- What are our **greatest areas of strength in literacy for our 8<sup>th</sup> grade students?**
- **Which specific math areas are weakest in the 4<sup>th</sup> grade?**
- **How do vocabulary scores of our students who receive free & reduced lunches differ from advantaged students?**
- **How are the scores of students who attend school at least 90% of the time differ from those of students who are not attending 90% of the time?**

**IF YOU HAVE A QUESTION, THEN THE DATA BEGINS TO MAKE SENSE.....**

# Reeves 3

3. **Develop a school-wide culture of hypothesis testing**, in which teachers consider assumptions before they look at data.
- EX...If a topic was on the pacing chart in October and the teacher has **covered it, assessed it, and retaught if needed**, then student will have mastered it; if the topic was not covered yet, then the student will not have mastered it.
  - A formative assessment in February should tell whether students have aced the material that was covered in October and failed the material scheduled to be covered in April. **The reality of student mobility and student inattention may render these assumptions inappropriate.** We have to get real about mastery and pacing guides. How important do they become in a Tier One Classroom? Can pacing be lengthened as differentiation practice?
  - If students performed poorly on a math test, then we need to look at the teaching. It may not be a math problem. **Maybe the root cause of the low score is the inability to read the problem or in open response items, students may have inability to express in writing.** Use ELA strategies like annotations to mark the math problem!!!!!!!!!!!!!!

# Reeves 4

4. Go beyond the numbers and consider causes of student success and failure
  - If the data is only about demographics, that is the only data we can form a hypothesis with.
  - All **powerful influences of teaching practices, curriculum, feedback, classroom climate, time spent on the teaching, commonality across contents**, (just a few that could be looked at)
  - Discussions about all of these areas must occur to **find the root causes of what the data is showing.**
    - [It might be extra time in a pacing guide or Tier One training for teachers.](#)

# Reeves says- think about this...

If we are focusing on the epidemic of teenage obesity, the data would include teens' weight. But those scores would not be sufficient.

We should evaluate diet, exercise, self image, environment they are living in and other pertinent information.

**Student tests scores are just a piece of a complex puzzle.**

**There are faces, names, and real lives behind the data.**

# Data for Learning-Doug Reeves 2008

How can I improve my professional practices tomorrow from what I learned today?

- Data -**Deep understanding of the students**
- Purpose –**What do I want to get out of the data?**
- **Analysis** that should be done
- **Identify needs** -List the needs
- Determine the **most effective strategies** needed
- **Align PD to that.....and Implement**
- **Then do the same thing over to see if it worked.**



# EFFECTIVE PRACTICES **THAT NEED TO BE IN PLACE IN THE CLASSROOM**

- **Multiple opportunities for success**
- **Motivation**
- **Use of homework-Meaningful and Authentic**
- **Cultivation of Relationships-Each week connect with each student.**
- **Identify at risk population-We may not be able to change their life outside of school, but we can make our classrooms safe and reliable.**
  - Make sure you **look at academic and emotional aspects.**

# Example of Reeve's Goals

1. Collect Data
2. Analyze the strengths /obstacles
3. Establish goals-SET, REVIEW, REVISE
4. Be specific
5. % Now % Then
6. Select Instructional Strategies based on data and use content with the instructional strategies. **Do not teach them in isolation!**
7. Determine result INDICATORS that will show significant growth-

**THEY HAVE TO BE MEASURABLE**

## Areas to keep record of:

Effective Strategies	Learning Environment	Materials for Teaching and Students	Time Needed	Assessment/Assignments

# Task 4-School Improvement

- Using the slides from Doug Reeves work, what one slide made the most impact on you for school improvement in your school?
- Give the slide number when answering this question and tell why you think this is an area that would make a difference in your school? (you do not have to identify your school)

# Strategic Instruction Model -Learning Strategies

[www.kucrl.org/sim](http://www.kucrl.org/sim)

## SIM STRATEGIES

Researched based –University of Kansas Center for Research on Learning- **Go to the blue menu on the left and click on it.** Then go to Resources. There you will find Interventions and Professional Learning

### **1. Reading Strategies -Word Identification** Strategy-Decode the unknown word-30% gain

- Most words in the English language can be pronounced by identifying affixes and roots.

# SIM Learning Strategies 2

**2. Visual Imagery Strategy-** Create mental movies of narrative passages-51% gain

- Visualize scenery, characters, action and describe these story elements to themselves. Like a movie in your head.

**3. Self Questioning Strategy -**Create their own motivation 40% gain

- Create questions in their mind, predict the answers, search the text, and paraphrase the answers to themselves showing the evidence for support of your answer to the questions.

# Sim Strategies 3

## **4. Inference Strategy**

## **5. Fundamentals of Paraphrasing and Summarizing**

## **6. Paraphrasing Strategy** –Most important message in the passage, details, and rephrase in your own words

## **Remembering Information**

### **1. Mnemonics**

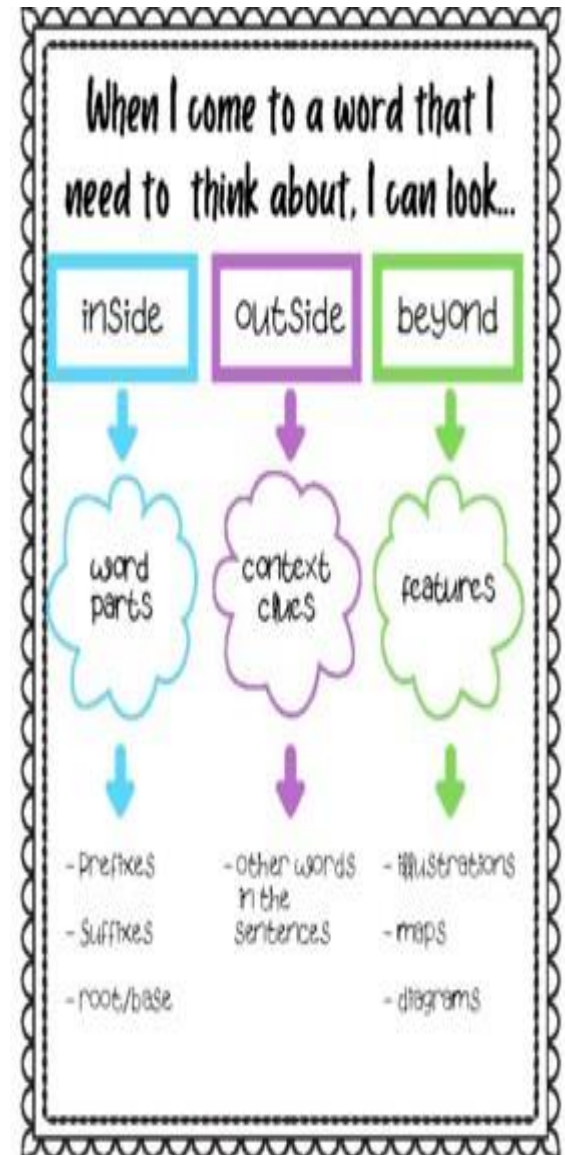
### **2. Paired Associates Strategy** -54% gain

- Create associations with two things, create study cards, and practice

# Sims 4

## 4. LINCS Vocabulary Strategy-

- Cue in on critical elements of the concept, **visualize it, associate with prior knowledge, key word mnemonic to study cards, and recall practice.**
- Many more strategies can be found by just looking and taking the time to **ATTEMPT NEW ONES.**





## **Task FIVE -Ask Yourself....Give your opinion.**

**Can we replicate some of the best practices and how?**

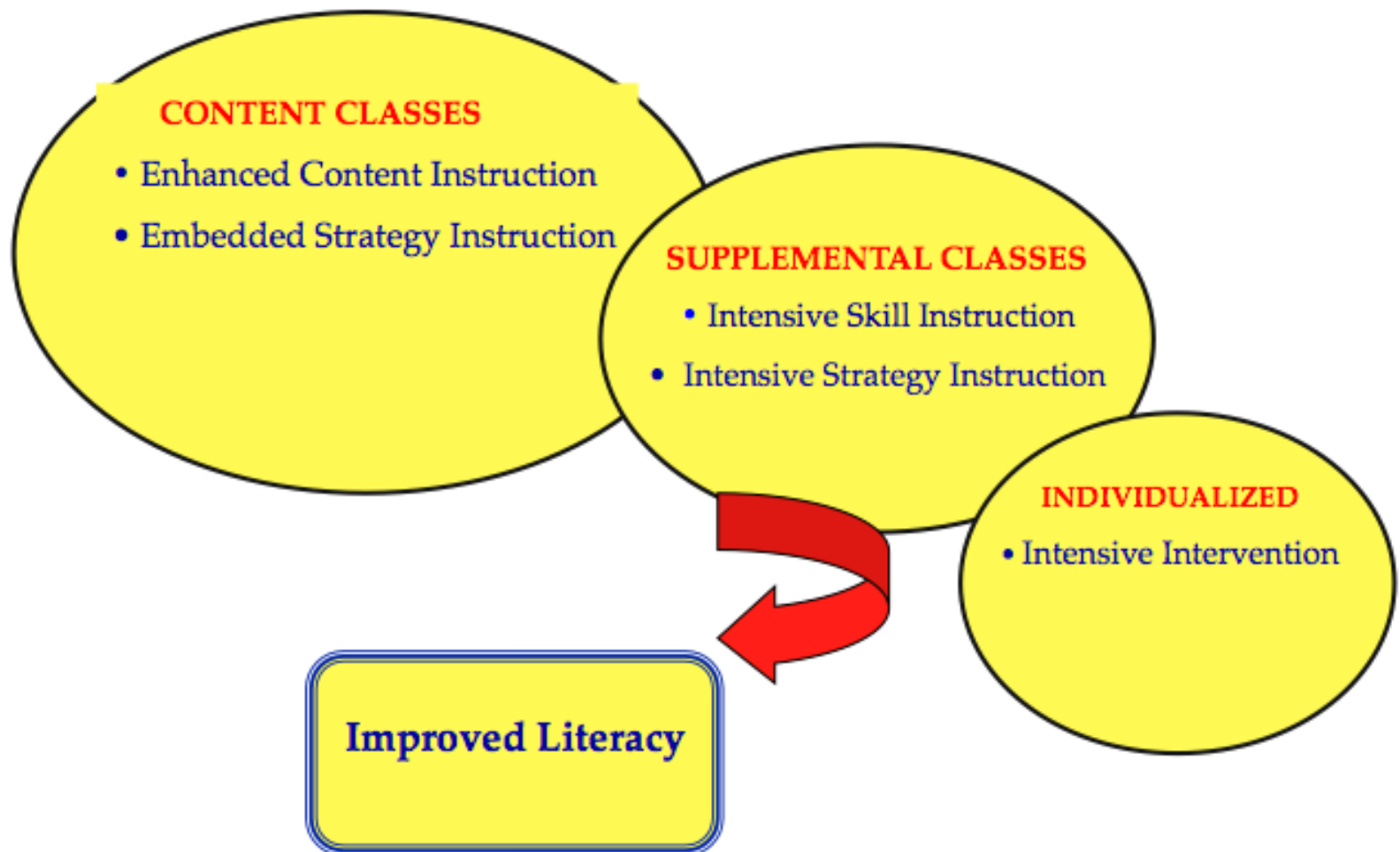
**Can we decide that student achievement is a priority over what teachers want and what schedules dictate and how?**

**Can we put accountability into each classroom and administration? How do we do that?**

**Can we begin to say-Let's do whatever it takes to help students achieve?**

**If we do that our schools progress and the community progresses.**

# Continuum of Literacy Instruction



## Facilitator Initiated

Quadrant 1  
Task Specification

Explicit Instruction/Explanation  
Demonstration  
Physical Patterning  
Lower Order Questions

Quadrant 2  
Decision-Making

Higher Order Questions  
Feedback  
Physical Prompts  
Non-Verbal Prompts  
Think-Aloud Modelling

Leading

Orienting

Fading

Direct

Indirect

Priming  
Mnemonics  
Verbal Self-Instruction  
Visual Cues  
Kinaesthetic Self-Prompting

Quadrant 3  
Key Points

Mental Imagery  
Self-Instruction  
Self-Questioning  
Self-Monitoring  
Problem Solving  
Automaticity

Quadrant 4  
Autonomy

Learner Initiated

## **\*\*\*\*CRITICAL CONTENT FOR PLANNING SUCCESS**

### **Selecting the Critical Questions We Need to Ask**

### **Mapping Content Structures with aligning to CCSS vertically.**

#### **Analyzing Learning Problems Based on:**

- Quantity and Complexity of Content
- Interest reflected in lessons and assignments
- Background Knowledge with Pre-Assessments
- Relevance to the students growth and mastery
- Relevance to the Content and Authentic Practice
- Organization of Common Vocabulary and Goals

#### **Reaching decisions by Selecting powerful**

- Instructional Strategies
- Common Vocabulary among Staff and students
- Explicit Teaching in a Systematic Mastery Goal
- Evaluating with a Plan
- Reflecting on the Outcome of the Evaluations

## IDEA Principles & Rtl

IDEA mandates that students with disabilities be educated with children without disabilities to the maximum extent appropriate...

and that students with disabilities be **removed** to separate classes or schools **only when the** **nature or severity of their disabilities is such that they cannot receive an appropriate education in a general education classroom with supplementary aids and services**

# What Happens in Special Education

After many observations of Special Education in schools and districts, I have found these areas:

1. **Not all Assistants that support students in SE know the child's IEP needs or 504 plans. Why?**
2. **Not all Special Ed is pushed into classrooms. It is strictly pull out. Is that what the child needs?**
3. **Not all IEP needs are reviewed with general ed. Teachers. How do we make sure that happens?**
4. **Not all Gen Ed teachers know how to differentiate for all different learning disabilities in their Tier One classrooms. How can we support them?**
5. **Not all the IEP minutes are actually being stressed daily. How do that affect students and parents?**

# Special Education and Success

Most often a Special Ed. student will need to complete an assignment in Gen Ed class and the Gen Ed teacher requests help from the SE teacher.

- ☐ “Can you help Mario complete his science project? It is due next Friday and he has not started his research.”
- ☐ If Special Ed teachers are catching students up, instead of working on their goals for IEP minutes.....?

What do you do with that question?

# Mario's Scenario

Special Ed teacher or TA supporting students can see how this assignment that he/she must complete fits into their IEP minutes.

Mario's IEP states his weaknesses are in comprehension in reading and he has some weak areas in math, specifically organizing information for comprehension.

What does this special education teacher do?  
Read next slides.....



# Disciplinary Literacy

**“The disciplinary experts approached reading in a very different ways. We are convinced that the nature of the disciplines is something that must be communicated to adolescents, along with the ways in which experts approach the reading of text. Students’ text comprehension benefits when students learn to approach different texts with different lenses.”**

Shanahan & Shanahan (2008)

# SO Special Education Teachers...

- Using authentic work from the regular ed classroom is the best way to meet Mario's class science project.
- Using the research pieces he needs, special education teachers can then take his IEP goals and mesh them with general education expectations.
- Co-teaching with special education is the key. That takes planning time and adjustment for training for co-teaching too.

# Tier One Classroom could be the answer.

## TIME AND MONEY ROB US

If all gen ed teachers could have **sacred time to plan mastery standards with the spec. ed teachers**, then Mario would have had the support in his own classroom.

If spec. ed teachers could work side by side in the classroom to support students' IEP using the authentic classroom work as their content, the minutes in their IEP could be satisfied.

ALL STUDENTS  
FEEL THESE WAYS SOMETIMES, BUT  
SPECIAL ED STUDENTS NEED TO WORK  
ON THEIR WEAKEST AREAS.

hurt-me  
low-expectations  
thought-i-couldn't-do-it  
dumbed-down  
shortened-assignments  
pretty-easy-to-read  
hard-to-transition  
put-in-reading-class  
never-explained  
needed-more-time

# Let's Review

- The next slides will be a review and actual ideas to think about.



Some questions to ask about your students?  
Come up with your questions from your data.

1. What is in core classes to ensure that students will get the **“critical” content in spite of their literacy skills?**
2. Are powerful **learning strategies embedded across the curriculum?**
3. What happens to students **who know how to decode words but cannot comprehend them?**
4. What happens to those **students who are reading below the 4<sup>th</sup> grade** reading level in 8<sup>th</sup> grade?
5. What happens to **students who have language problems?**
6. **Who makes sure these students are caught up?**

# **Task Six –What is your one question?**

- If you could have one question answered by the school improvement team, what question would it be?**
- What do you need to make your classroom stronger and more successful?**
- What classroom data do you use to raise student success?**

# What do you do first?

## **See Teaching and Learning Through the Eyes of Students**

1. What helps you learn?
2. What makes learning fun?
3. What can help you remember what you have learned?
4. What can the teacher do to help you learn more?



# Essential Components for School Improvement

<b>Mission Statement</b>	Clear, focused	Commitment
<b>Leadership Team</b>	Key Players	United Front
<b>Multitiered System of Support</b>	Clearly Defined	Evidence-based, Fluid
<b>Universal Screening/Progress Monitoring</b>	Measures	Decision-making
<b>Logisitics</b>	Service Providers	Scheduling



<b>Leadership Team</b>	Key Players	United Front
------------------------	-------------	--------------

- Representative Membership of Limited size
- Action Plan
- Process for Raising Concerns
- Commitment to Persevere
- Acknowledgement of Time to Allow for Change

# The Leadership Team must be United

Limited size team

- Action Plan
- Process for Talking About Concerns
- Commitment to See the Plan Through
- Finding Time to Allow for Change

## Action Plan

Core Areas Actions	Action Priorities	Who is Responsible?	Target Date For Completion	Evidence of Completion
Administration of screening & Progress Monitoring	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
Using Data to Make Decisions	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____

# Screening Process

## **Universal Screening**

- Conducted as the first stage within a screening process
- Identify or predict students who may be at-risk for poor learning outcomes.
- Typically brief; conducted with all students at a grade level
- Followed by additional testing or short-term progress monitoring to corroborate
  - students' risk status

## **Progress Monitoring**

- Assess students' academic performance
- Quantify a student rate of improvement or responsiveness to instruction
- Evaluate the effectiveness of instruction
- Can be implemented with individual students or an entire class

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Assess students' academic performance

Quantify a student rate of improvement or responsiveness to instruction

Evaluate the effectiveness of instruction

Can be implemented with individual students or an entire class

# Teachers in literacy rich classrooms

## **Understand the literacy demands of their texts and the mastery skills they want students to acquire**

- Plan that at the beginning of the year and build upon those areas in content, pre/post assessments, mid assessment to see if students are getting “it”, changing instruction if the mid assessment shows no mastery.

## **Provide multiple teacher models of how to process discipline specific text.**

- The Gradual Release Model with students. Teacher Models -I DO
- Whole Class Tries –WE DO with teacher
- Partners or Small Group Tries- **TWO DO** with teacher support and formative assessing
- Try on you own -YOU DO

**Pre-Assess to see if students need more info about the content**

**Raise a question that students can think about as they read-Find a HOOK or Motivating Experiment, movie, quote etc.**

**Attend to clues as you read**

- **Annotate –Having a common annotation system is helpful to everyone, including IEP students.**

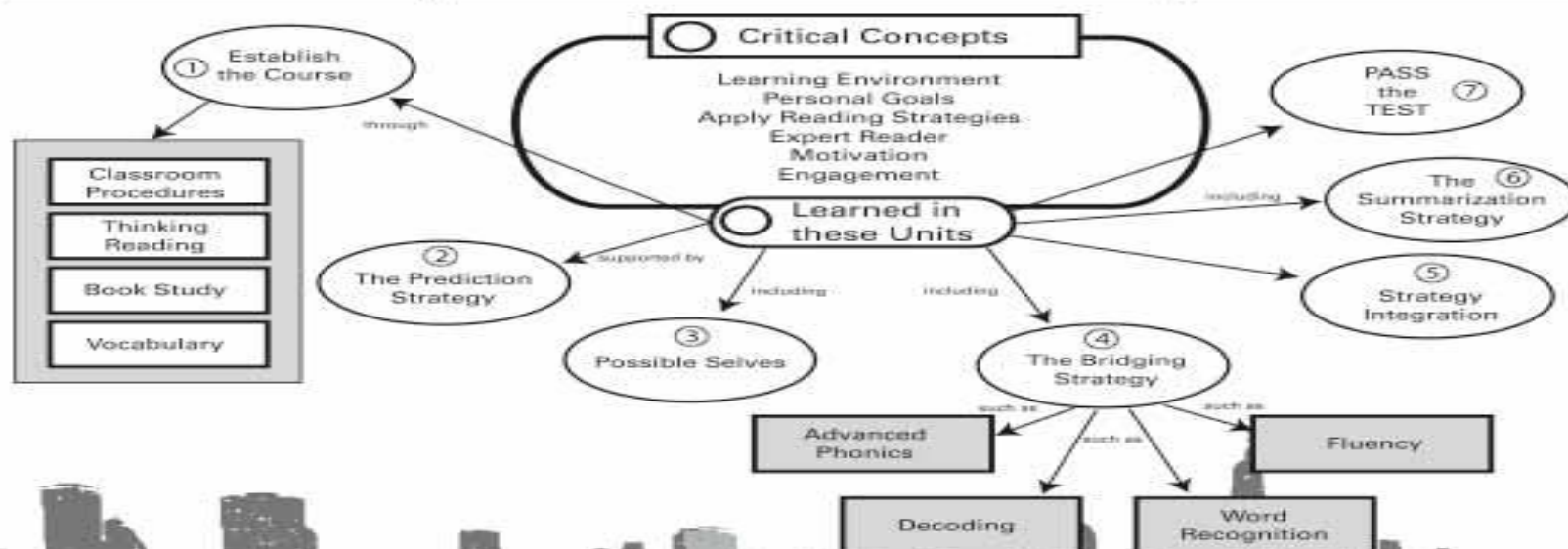
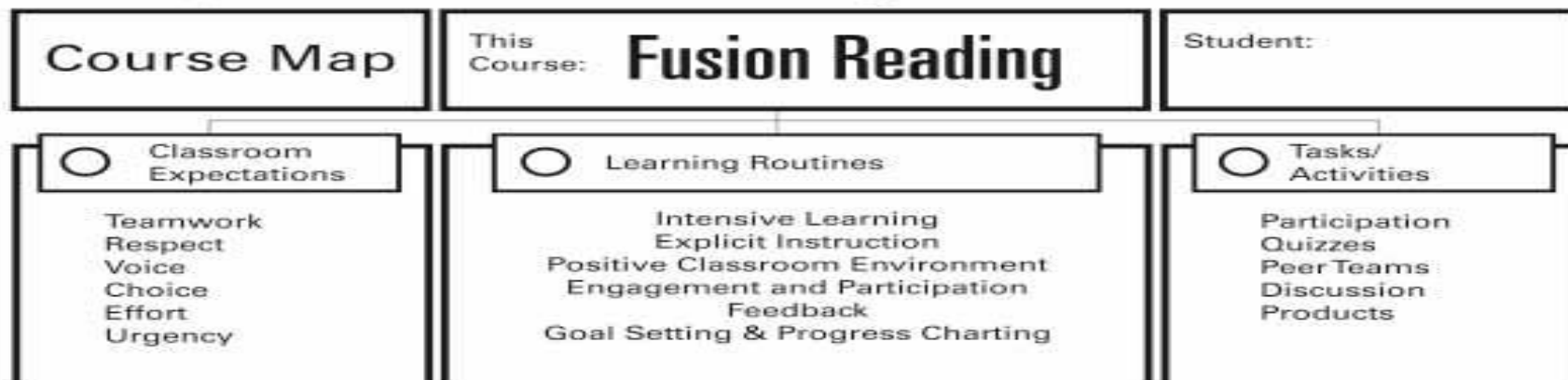
**Questions should be asked in the Annotation process.**

**After annotating, work with a partner to share what they marked.**

**Whole Class Share or Chart and have a Carousel Walk so everyone can see all the annotations made.**

# Fusion Reading: Course Organizer

Example Only





# Recommendations from that observation graph

More **explicit instructions and practice** in comprehension strategies

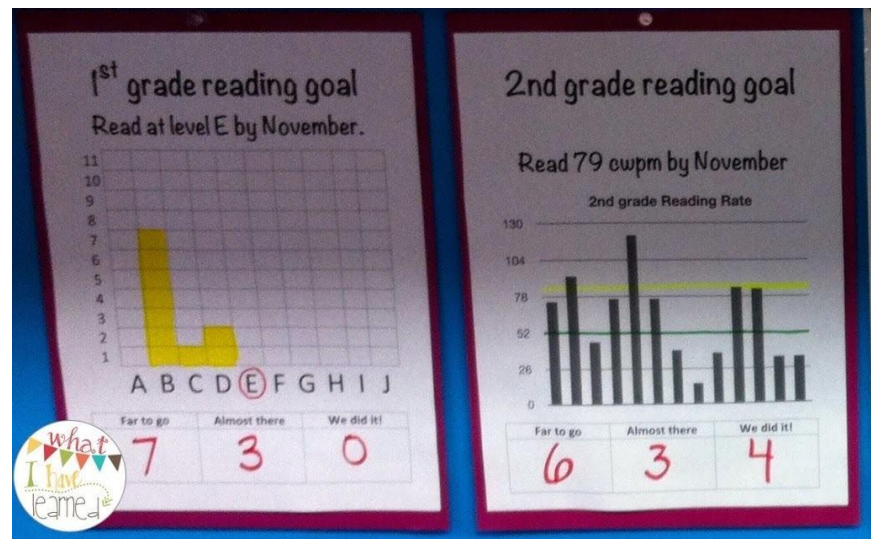
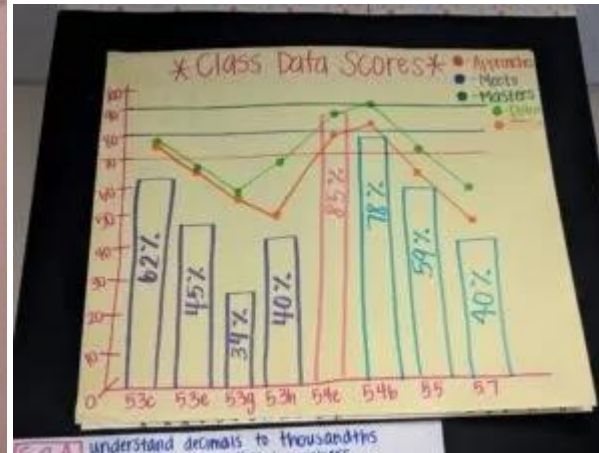
Increase the **quality of open, sustained discussion about content**

Set **high standards for text conversation, questions, and vocabulary**

Increase students' **motivation and engagement with reading knowledge** and their own engagement

**Teach essential content knowledge even at K-3 so students can build background knowledge in content areas they will learn about.**

# Classroom Data Walls



# School data wall.



VIRTUAL DATA WALLS CAN BE USED, TOO.

**DATA  
TEAMS  
ARE KEY!**



# DATA TEAMS-They Need Time To Analyze and Prepare Interventions

- Data Teams are a model for continuous, collaborative action that inspires and empowers professionals **to improve teaching, learning, and leadership for all.**
- Data Teams are small, grade-level, department, course-alike, or organizational teams that examine work generated from a common formative assessment.
- Data Teams meetings are collaborative, structured, scheduled meetings that **focus on the effectiveness of teaching and learning**

# Exemplary Data Teams Do....

- Teacher and Administrators **meet weekly** to EXAMINE student data results in measurable variables
- **Leadership actions are related to the data** they examined.
- **Indicators are used to determine effective implementation**
- **Change occurs if indicators suggest it.**

# Data Teams Collect:

## Big Data

- Collected after learning process
- Meant to measure status of students
- Collected at grade level, school, or district level

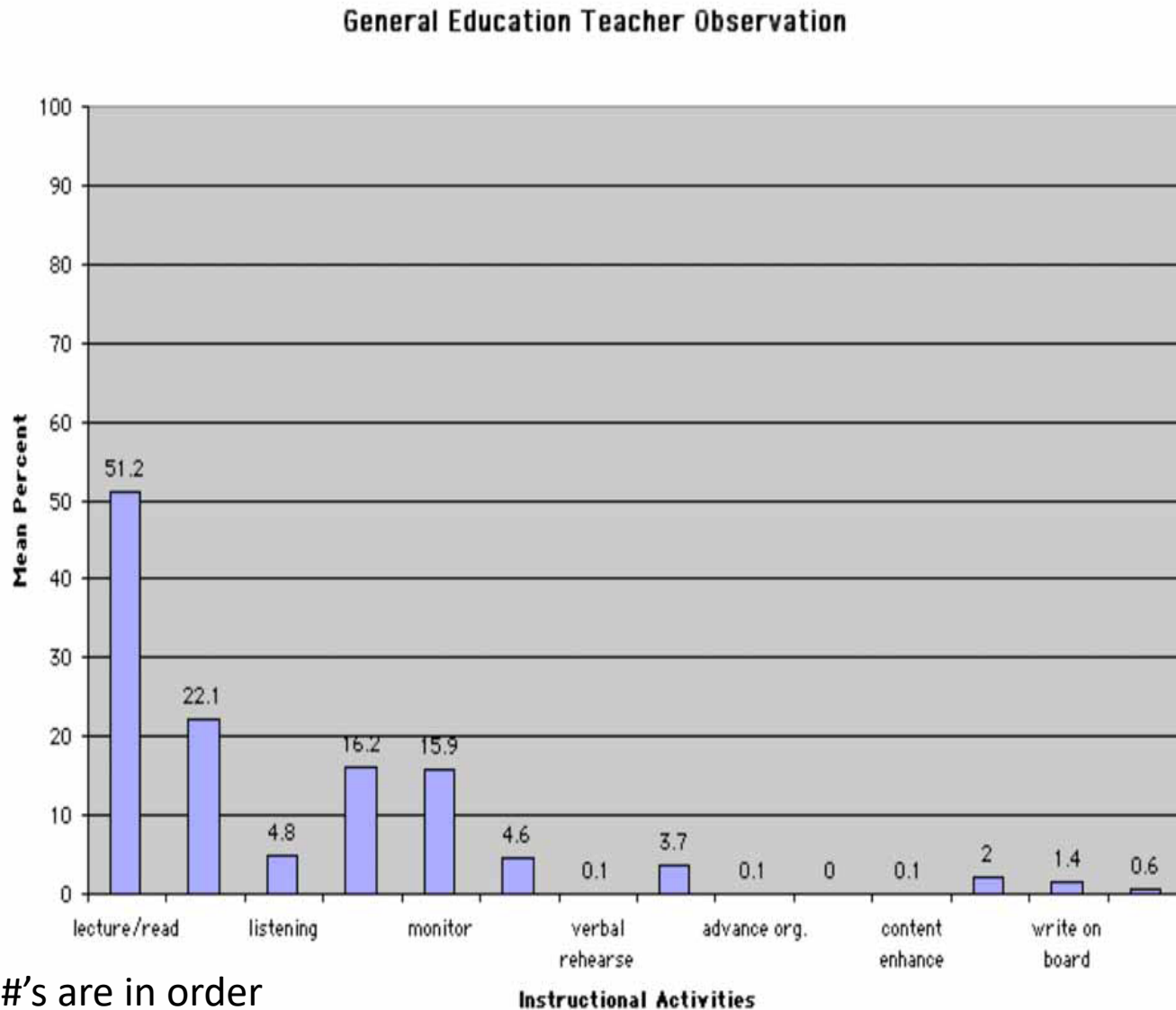
Standardized test scores, state achievement assessments, graduation rates, school-wide surveys

## Small Data

- Collected during learning process
- Meant to improve learning process as it happens
- Collected at classroom or individual level

Formative assessments, individual student characteristics, student-teacher interactions

## Task Seven -This is what research found in many observations.



1. *Lecture/read*
2. *Give directions*
3. *Listening*
4. *Ask questions*
5. *Monitor*
6. *Model*
7. *Verbal rehearsal*
8. *Simple enhancer*
9. *Advance organizer*
10. *Role Play*
11. *Content Enhancement (complex)*
12. *Elaborated Feedback*
13. *Write on board*
14. *Describe skill/strategy*

**What does this tell you after reading the research in this training?**

#'s are in order  
on the right  
and in the graph



## Step 1-Collect and Chart Data

- Data assembled by each teacher prior to meeting
- Data includes student work samples from the assessment being reviewed
- Results include number, percentage, and names of students at multiple performance levels (for ex., proficient, close to proficient, needs intervention)
- Data is disaggregated by grade-level standard if multiple standards are included on the assessment

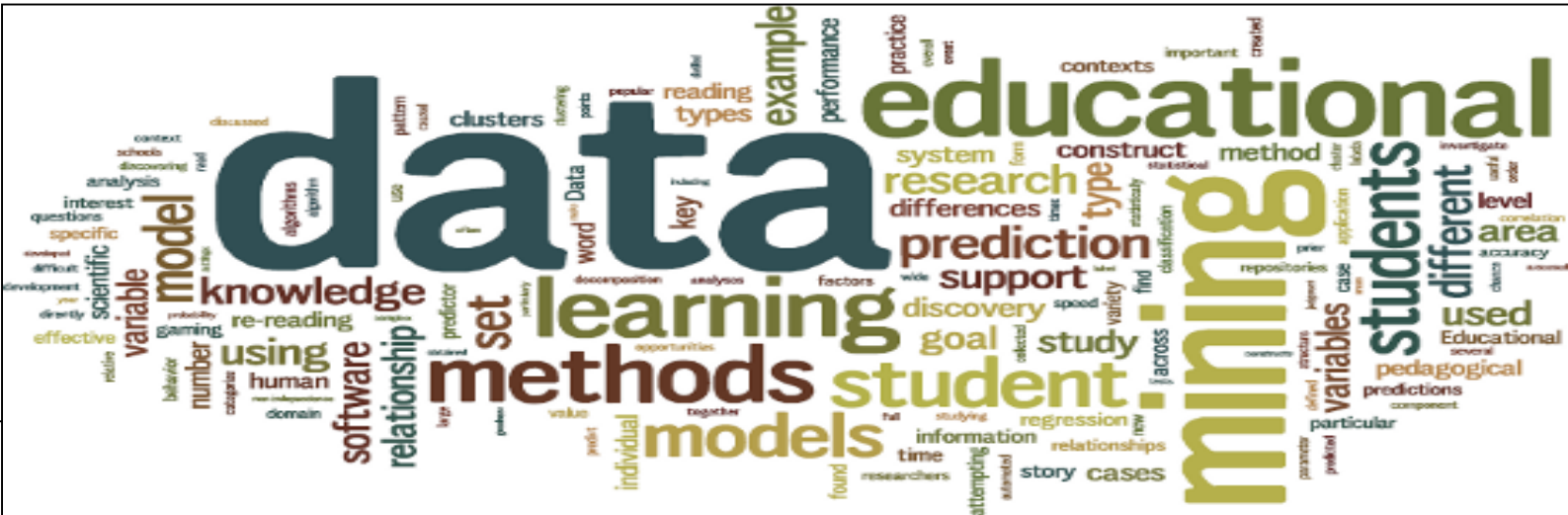
# DATA MEETING

You may have to copy and paste link into your browser to view

- Data Teams focus on priority standards first  
<https://www.isbe.net/Documents/Illinois-Priority-Learning-Standards-2020-21.pdf>
- Collect and Chart Data
- Analyze and set goals from the analysis
- Select strategies
- Decide on Indicators
- Monitor and Evaluate Results

## *Two Types of Data*

- [illegible]



## Step 2: Analyze to Prioritize

- **Inferences** are based on direct analysis of student work
- Team goes beyond labeling the need or the “what” to infer the “why” or root causes
- Analysis **includes** comparison of student work samples to targeted “unwrapped” standards
- Strengths and needs **identified are within the** direct influence of teachers
- Strengths and needs are identified for each “performance group”
- Needs are prioritized to reflect those areas that will have largest impact within subject area

# Step 3: Set SMART Goals

- Establish, review, or revise goal(s)
  - Specific: targeted subject area, grade level, and student
  - Measurable area of need is established; assessment to be used is identified
- Achievable gains in student learning are based on consideration of current performance
- Relevant goal(s) address needs of students and are aligned with School Improvement Plan
- Time frame established for learning to occur and assessment to be given

## Step 4: Select Instructional Strategies

- Strategies directly target the prioritized needs
- Team agrees on research-based strategies that will have greatest impact and the content they will use to practice the strategies. Do not do in ISOLATION.
- Strategies chosen will modify teachers' instructional practices
- Strategies describe actions of the adults
- Team describes strategies for each performance group, if applicable
- Descriptions of strategies are specific enough to allow for replication (i.e., implementation, frequency, duration, resources)

## Step 5: Determine Results Indicators

- Results indicators are created for each selected strategy
- Indicators describe what the teacher will be doing when the strategy is being implemented
- Indicators describe what the students will be doing when the strategy is being implemented
- Indicators describe the anticipated change in student performance if the strategy is having the desired impact

# May want to keep track of Results Indicators.

Result Indicators	Teacher Role	Student Role	Expected Change



## Step 6: Monitoring Meetings with Artifacts

- Review student work samples that provide **evidence of strategy implementation**
- Describe implementation of the strategy
- Adjust strategies if necessary
- Support each other in the use of the strategy through specific dialogue, modeling, planning
- Check lesson planning and pacing with each other (However, don't overwhelm anyone with pacing, allow enough time for students to master. Mastery is more important on skills needed for the next year)

# Marzano

## His Take on What Works

- A **guaranteed and viable curriculum (GVC)** ensures that all students have an **equal opportunity to learn (OTL)**.
- Each student will have access to an effective or **highly effective teacher**, and
- access to the **same content, knowledge and skills in each section or class.**

Marzano quote from *What Works in Schools*.

# Marzano goes onto say....

## **What is a guaranteed curriculum?**

- **Every student** is provided the opportunity to learn a core curriculum which provides them with the **probability of success in school**.

## **What is a viable curriculum?**

- Schools make sure that the **necessary time is available and protected so students will be able to learn the guaranteed curriculum**.

# He continues this with.....

**The Guaranteed, Viable Curriculum provides clarity and guidance** to principals, teachers, students, and parents about the core curriculum and its essential content and skills.

- Having this document in place, clearly indicating **Power (Critical) Standards, Power Indicators, and a common local assessment plan**, means that individual teachers do not have the option not to teach this content and these skills, or to replace them with something else.
- Viability means the distinctly articulated content and skills can be taught and learned (**not rushed and covered**) within the timeframes available during the academic year.

# Managing the Opportunity to Learn

**One of the major barriers to the opportunity to learn is time.**

- Preparing a guaranteed curriculum requires that **teachers have adequate time to prepare, instruct and assess, and that students have adequate time to receive, process, and retain new information.**
- Viable curriculum means that the power standards, **instructional calendar (pacing guide), and daily instruction are all manageable and can be realistically taught to mastery levels in the instructional year**

# REMEMBER

- **Purposeful assessments not only measure the impact but also the innovation that causes change in student learning. This is important for progress.**
- **Effective assessment procedures and use of the associated data are fundamental to a school's continuing achievement and improvement.**

# Exemplary Data Teams do....

## **Each meeting has:**

Written record of items discussed

- Decisions made
- Review of previous decisions
- Modification of instructional plans that teachers made
- Schedule changes
- Assessment changes
- PD implemented on the changing needs of students

## **Team Understands Differentiation**

- Students –All tiers and gifted
- Teachers-what level of understanding are they at in differentiation
- Coaching in the Classroom
- Modeling in the classroom

## **Best Practices**

- System wide data analysis
- Building assessments
- Classroom assessments
- Teacher observations
- Leader observations

## **Teaming and Emotions**

- Free from fear
- Mutual encouragement and exploration
- Team Consensus
- Data proven facts
- Roles change within the team
- Student success is the topic at all team meetings

# Decide on the work to be done

What following practices should you select to work on?

- Differentiated Instruction
- Balanced Literacy
- Prof. Learning Communities
- Assessment for Learning
- Culturally Responsive Teams
- Positive Behavior System



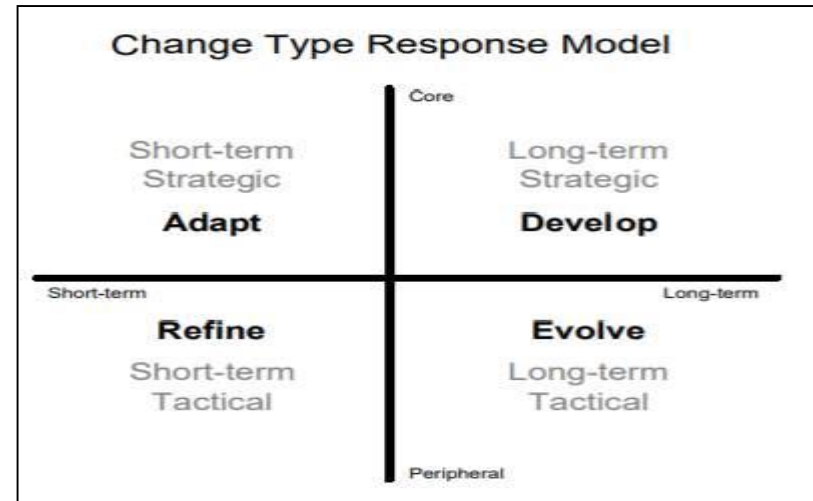
# Task EIGHT-Identify and Replicate

## BEST PRACTICES ARE IDENTIFIED

- Teachers who are proficient
- Administrators who are proficient
- How do we replicate it in other classrooms and buildings?

**1. How do we, as a staff, accept decisions and work together and not in isolation?**

**2. How do we understand the importance of being a team with the same goal?**

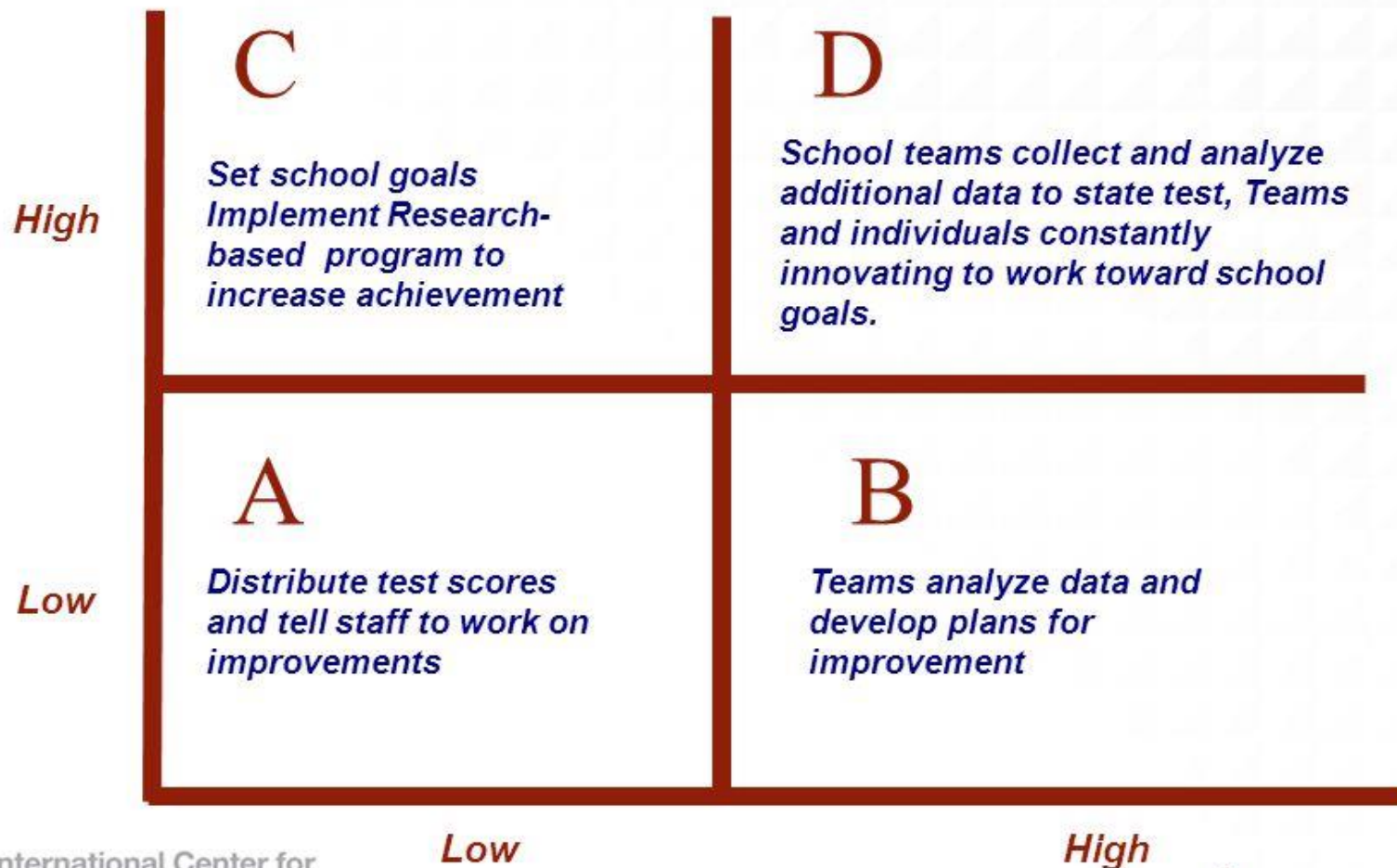


## Whole-Scale Strategic Planning Model



# Four Quadrants of Leadership

## Task - Data Driven School Improvement



# CHANGE READY ORGANIZATION QUADRANT

Explained here

## Ready for Learning-Administrator takes the lead.....

- **Leader is successful with change**, with strong capacity for planning and executing change.
- **Organization can learn from him/her.** Leader first attends to the learning needs of the organization. What needs do they have to prepare them for change.
- There must be an **evidence-based culture in which a clear and compelling case to change leads** the sense of urgency by every stakeholder.
- **A commitment to clear and data displays must be in place so results of change can be widely shared, reinforced, and hard work** of every person contributes to the change effort.
- Leaders also need to make sure they are modeling the effort and perseverance needed for school improvement.

# TEAM WORK

- Change is about empowerment, effective PD, and deep collaboration
- PD is usually missing because collaboration is about everyone leading
- We have to be willing to admit that we're not alone and we have to work together



# TIME AND MONEY-HINDERS US

- Commitment to continuous learning
- Service
- Compassion
- Sacrifice
- Long term commitment
- Perseverance
- Growth Mindset is needed –not a FIXED ONE

# Three ingredients for happiness

**Purpose, power, and relationships-** The Fourth Way page 73

- **Purposes are clear, focused and achievable** -Using the standards and rubrics to form a **common** vocabulary and way of setting up exceeding and meeting standards
- **Empowered and control of their work** -From your data, what have you done that actually has empowered you and helped you control your work?
- Need to know that they are **achieving purposes in positive relationships with colleagues**

Teachers feel positive emotions when they do the above and that they belong to the team.

Someone has to be the BOTTOM LINE -

**HOW WILL THIS HELP STUDENT SUCCEED?**

## **District without a vision**

Low results,  
Low understanding,  
No idea what to do to improve,  
Engage in self defeating behavior,  
doing the same thing and  
expecting different results,  
They do not study leadership and  
teaching practices that have  
positive impact on student  
achievement,  
Blame poor performance on  
students, parents,  
demographics, environment,  
and their peer group.

## **Districts with a vision**

High results before they walked into  
school.

They link Prof. Practice to results  
because they do know how their  
practices influence achievement.

They know that Growth Mindset is  
essential

They know that students learn when  
they feel safe and loved

Common formative assessments are  
used to choose instructional strategies

Teams are sharing with each other even  
using peer observation to learn and to  
improve practice.



# Task Nine –REFLECTION AND COMMITMENT

This was a large training, I know.

John Dewey says that “REFLECTION IS THE KEY TO IMPROVEMENT.....”

1. What would be your first step in school improvement after completing this training?
2. What do you need support in so that a plan can be implemented for your school or district?

# Thank you for participating

There are many school improvement gurus.

John Hattie, Doug Reeves, and Marzano understand improvement, change, and what works. Using their work can help us become better.

This training was put together with a thank you to their ability to share their expertise in hopes that more schools will become HIGH ACHIEVING AND SUCCESSFUL IN TEACHING AND LEARNING.

Send your answers to [prestonb@roe39.org](mailto:prestonb@roe39.org)