

Becoming a Great School: 6 Strategies and 1 Attitude That Make a Difference

JISA Principals' Conference & Retreat
Bold Leadership: Effective Schools
Ocho Rios, Jamaica
April 13, 2011

Tim Westerberg Officiating



Educational Entrepreneurs

“Rather than accept familiar arrangements as given, entrepreneurs question fundamental assumptions about what is possible.” (p. 22)

Frederick Hess. “The Case for Entrepreneurship.” *Phi Delta Kappan* Vol. 89, No. 1: September 2007, Pages 21-30.

Session Participants will:

- Question fundamental assumptions about the goals, structure, and norms of schools and school classrooms,
- Deepen their understanding of the characteristics high-performing schools have in common, and
- Identify “gaps” between best practice & common practice at home.

“Closing the gap between common sense and common practice.”



Bertice Berry

“... if we follow the guidance offered by 35 years of research, we can enter an era of unprecedented effectiveness for the public practice of education- - one in which the vast majority of schools can be highly effective in promoting student learning.”

Bob Marzano

“Knowing the right thing to do is the central problem of school improvement.”

Richard Elmore. *Knowing the Right Things to Do: School Improvement and Performance-Based Accountability*. 2003, p.9.

“...the reason for the delay [in implementing research results] is not usually laziness or unwillingness. The reason is more often that the necessary knowledge has not been translated into a simple, usable and systematic form.”

Atul Gawande. *The Checklist Manifesto*. Picador, 2010, p. 133.

A model that:

- Integrates research-based practices
- Into a unified program
- That gives the school's improvement efforts coherence


A “We-Expect-Success” Attitude		
A “We-Expect-Success” Attitude	<p>From Good to Great</p> <ol style="list-style-type: none"> 1. <i>Clear instructional goals</i> 2. Effective instruction 3. <i>Frequent formative assessment</i> 4. Tracking progress 5. <i>Timely intervention</i> 6. Celebrating success 	A “We-Expect-Success” Attitude
A “We-Expect-Success” Attitude		

Common Sense
and
Common Practice

- Students learn more when teachers and students are clear about what the major outcomes of a lesson, a unit, and a course are, and what “good work” looks like for each outcome.
- What you can expect to learn, and the “body of evidence” (student work) that will earn an A or a B in a course, should not be determined by principal/computer scheduling.
- Curriculum anarchy is unfair to kids.
- Too many standards/objectives spoil the schools.
- Kids will learn those things best that are taught and applied multiple times by multiple teachers in multiple disciplines.


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Factors Influencing Achievement




School

1. Guaranteed and Viable Curriculum



1. Guaranteed and Viable Curriculum




Guaranteed Curriculum

...“Operationally, this means that clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels.”

“Additionally, it means that individual teachers do not have the option to disregard or replace content that has been assigned to a specific course or grade level.”

1. Guaranteed and Viable Curriculum



Viable Curriculum

...“the content articulated in the curriculum for a given course or grade level can be adequately addressed in the time available.”

Curriculum Coherence

“...coherence means that courses follow one another in a logical sequence. It means school staff have discussed and agreed what content should be covered in each course, how it generally should be taught, and how well students should be expected to learn it.”

Corbett & Huebner. *Rethinking High School: Preparing Students for Success in College, Career, and Life.* WestEd, 2007 Page 20.

“... decisions about what to teach in each grade are left up to schools, many of which pass the choice on to teachers. The result is an uneven hodgepodge of instructional aims and subject matter, with content and expectations varying sharply from classroom to classroom and from school to school... curriculum anarchy...”

Craig Jerald. “Beyond the Rock and the Hard Place.” *Educational Leadership*, November 2003.

“I speak here of the well-researched finding that variations in student achievement are greater across classrooms within a school than across schools.”

Michael Fullan. *Turnaround Leadership.* Jossey-Bass, 2006, p. 55.

Education Week. "Students Taking More Demanding Courses."

Kathleen Kennedy Manzo 2/28/07

BUT SOME OBSERVERS SAY THERE IS WIDE VARIATION IN THE CONTENT OF COURSES FROM DISTRICT TO DISTRICT, AND EVEN WITHIN SCHOOLS. COURSES LABELED "ADVANCED" ARE NOT ALWAYS SO, THEY CONTEND.

"WE'VE COLLECTED EXAMPLES WITHIN THE SAME SCHOOL AND THE SAME COURSE TITLE OF HUGE DIFFERENCES IN THE ASSIGNMENTS AND THE EXPECTATIONS FOR STUDENTS," SAID DARIA L. HALL, THE ASSISTANT DIRECTOR FOR K-12 POLICY DEVELOPMENT FOR THE WASHINGTON-BASED EDUCATION TRUST, WHICH PROMOTES HIGH ACADEMIC STANDARDS FOR DISADVANTAGED CHILDREN. "WHEN WE SEE THAT MORE STUDENTS ARE TAKING MORE ADVANCED COURSES, BUT THAT THEIR ACHIEVEMENT IS NOT INCREASING, IT'S A SIGN THAT THEY ARE NOT GETTING WHAT THEY NEED OUT OF THOSE COURSES."

Published Online: November 6, 2007

Published in Print: November 7, 2007
Commentary, *Ed. Week*, pp. 36 & 30

Measure Actual Classroom Teaching
By Robert C. Pianta

"We found that nearly all the teachers we observed fit the definitions used by their states to determine who was "highly qualified." Yet the variations we observed across classrooms were striking—even in the same school, at the same grade level, and using the same curriculum, students had very different opportunities to learn based on the abilities of their teachers. One teacher might routinely have failed to capitalize on opportunities to deepen and extend her pupils' knowledge, while another coaxed more-complex skills and understanding from the same lesson."

"We have Ministry objectives, so we don't have to develop a guaranteed and viable curriculum. The government has already given us one thank you very much."



Ministry Curriculum: A Starting Point, Not the Finish Line

Ministry Objectives: A Starting Point, Not the Finish Line

- Too many
- Not written in teacher/student friendly language
- Not all of equal importance
- Don't always represent everything that is important for kids to know
- Broad, vague, and ambiguous
- Often (usually?) don't specify the content students need to know.

"We should reduce the content contained in most standards documents by about 50 percent—even more in language arts....we need to simplify the curriculum—to drastically reduce the number of standards to those with the highest priority. A focus on high-priority standards not only optimizes essential learning, it also ensures good test scores on any state or national assessment."

Mike Schmoker. *Focus*. ASCD, 2011: pp. 43 & 46.

“What I worry about with a lot of state standards is that they do not get to the point where they expect students to apply the information, integrate the information, and develop deeper understandings of the knowledge the standards seek to represent and convey.”

(pp. 30-31)

David T. Conley. “College Knowledge: An Interview with David Conley.” *Phi Delta Kappan* 92, N 1 (September 2010): pp. 28-34.

The reality of vastly different expectations.

“Add, subtract, multiply and divide decimal fractions”

(Jamaica Mathematics Scope and Sequence , 1.11.3, 9th grade)

1. What is 50% of 20?
2. What is 67% of 81?
3. Shawn got 7 correct answers out of 10 possible answers on his science test. What percentage of questions did he answer correctly?

4. J. J. Redick was on pace to set a college basketball record in career free throw percentage. Going into the NCAA tournament in 2004, he had made 97 of 104 free throw attempts. What percent of free throws had he made?
5. J.J. Redick was on pace to set an NCAA record in career free throw percentage. Going into the NCAA tournament in 2004, he had made 97 out of 104 free throw attempts. In the first tournament game, Redick missed his first five free throws. How far did his percentage drop from right before the tournament game to right after missing those free throws?

6. J. J. Redick and Chris Paul were competing for the best free throw percentage. Redick made 94 percent of his first 103 shots, whereas Paul made 47 of 51 shots.
 - (a.) Which one had a better shooting percentage?
 - (b.) In the next game, Redick made only 2 of 10 shots, and Paul made 7 of 10 shots. What are their new overall shooting percentages? Who is the better shooter?
 - (c.) Jason argued that if J. J. and Chris each made their next 10 shots, their shooting percentages would go up the same amount. Is this true? Why or why not? Describe in detail how you arrived at your answers.

Unpacking National Curricula and Course Syllabi

Clear Instructional Goals



"Our objectives for the day are SWBAT:

1. Complete the warm-up problem on the board.
2. You and your lab partner will go to your microscopes where you will find instructions for today's amoeba lab.
3. You will complete the lab according to the instructions and then write up your findings in your lab notebooks.
4. Make sure that when you are finished, you clean up your lab area according to the clean-up procedures posted at the back of the classroom.
5. Tonight's homework is to read the chapter on cell respiration. Are there any questions?"

Adapted from *Never Work Harder than your Students*. Robyn Jackson. ASCD, 2009: p. 54.

Activities/Assignments or Learning Goals?????

1. **Read chapters 5 & 6 in your history text and answer the questions at the end of each chapter.**
2. **Make a travel brochure for a region.**
3. **Make a simple machine.**
4. **Write a report on Charles Dickens.**
5. **Work problems 1-30, the odds, on page 231 in your algebra book.**
6. **Complete the lab on osmosis.**

- Students should be able to identify and name the eight parts of speech; define each part of speech; classify words into the eight different parts according to the work they do in a sentence; use parts of speech effectively in sentences
- ...look at a number of food chains and compare the feeding habits of the top consumer in each chain
- ...express the result of a measurement or calculation to an appropriate number of decimal places and significant figures
- ...describe with illustrations the structure of atoms of atomic number 1 to 20

Rigor

Or

Rigor Mortis?

New Taxonomy		
4	Knowledge Utilization	Decision Making (select from among alternatives) Problem Solving (accomplish goal, limiting conditions) Experimenting (scientific method, experimental inquiry) Investigating (research and examine past, present, or future situation)
3	Analysis	Matching (compare/contrast, analogies, metaphors) Classifying (categorize, sort) Analyzing Errors (identify factual or logical errors) Generalizing (infer new generalizations or principles) Specifying (deductive reasoning, constructing support for an argument, make and defend predictions)
2	Comprehension	Integrating (distill and organize knowledge, critical) Symbolizing (create non-linguistic representations)
1	Retrieval	Recognition (pick or choose) Recalling (name, list, label, state) Executing (use, show, demonstrate, carry out)

- Students should be able to identify and name the eight parts of speech; define each part of speech; classify words into the eight different parts according to the work they do in a sentence; use parts of speech effectively in sentences
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PROFESSIONAL LEARNING COMMUNITIES

Rick & Becky DuFour

Team Learning Process

- Clarify 8 – 10 Essential Common Outcomes per semester by Course/Content Area
- Develop at least 4 Common Assessments per year
- Establish Specific Measurable Standards or Goals
- Analyze Results
- Identify & Implement Improvement Strategies

Rick & Becky DuFour

Collaboration catapults Chicago-area high school to success

An Illinois high school that was among the first to adapt teacher collaboration has progressed from being a good school to an outstanding one, achieving several national honors and seeing up to 96% of its students go on to attend college. Together, teachers brainstorm lesson ideas, strategize test questions and help each other improve teaching skills as members of professional learning communities. [Education Week \(premium article access compliments of Edweek.org\) \(4/1\)](#)

Mike Schmoker. "No Turning Back." *On Common Ground*. National Educational Service, 2005. Page 137.

Johnson City High School, NY

- Divided essential math skills and knowledge from the Regents Exam into four quarters
- Designed quarterly common assessments for these topics
- Met regularly to prepare, test, refine lessons and strategies....
- Used assessment results to adjust instruction
- Students passing the Regents Exam went from 47% to 93% in one year.

" all developed a challenging, clear and specific curriculum. In these districts, every teacher and student knows exactly what academic content students should know and what skills they should be able to demonstrate in each subject and grade. While this might seem almost ridiculously obvious, the reality is that many districts never clearly articulate the skills that must be taught in a given grade, or consider the overall arc of the curriculum from kindergarten through senior year of high school,.... It's also surprising how many teachers are unaware of the curriculum requirements for the grades just below and above the ones they teach."

2010 Broad Prize finalists--Long Beach and Garden Grove unified school districts (CA), the Boston Public Schools, [Norfolk Public Schools](#) in Virginia and the Aldine Independent School District outside Houston.
<http://www.latimes.com/news/opinion/commentary/la-oe-zavadsky-broad-20100707.0.6034052.story>

Of paramount importance...has been the development of a "scope and sequence" guiding instruction in pre-K through 12th grades, and building knowledge about gathering and analyzing data, "so we know what teachers are teaching, how it's being assessed, and that the data are being used to inform instruction." The district also placed a premium on developing strong principals, and supported its teachers in using one-on-one interventions to help struggling students.... "All of this was so much about alignment.... The district instituted more frequent assessments that provide quick feedback to teachers and allow them to adjust instruction, and designed an online curriculum and assessment database that lets teachers access model lessons. Dakarai I. Aarons and Catherine Gewertz . "A Four-Time Finalist, Texas District Earns \$1 Million Broad Prize." *Education Week 29, Issue 4 (9/23/09):* p. 6.

San Marcos, CA First, teachers as a group are more clear than ever about the district's academic standards for each grade level and in each subject. Teachers have studied state exam questions to make sure they are covering the right content in their classrooms. Teachers also have refined "essential elements of instruction" — including approaches toward motivating students, helping them remember new content, keeping students involved throughout a lesson, preparing them to learn a new concept, and getting them to articulate what they've just learned. Educators have mined test-score data to precisely identify where students need help. Student progress is tested every week, every term and annually on state exams, so teachers have plenty of guideposts. Finally, teachers are given opportunities to talk with one another about the best teaching strategies. "Program boosting district's scores: Low-achievers with 'potential' targeted." Bruce Lieberman. UNION-TRIBUNE STAFF WRITER, 9/13/09.

Rubrics

- What are they?
- Scoring Guides that explain levels of performance
- Potentially, they focus students on "the learning"
- Use in conjunction with checklists, when appropriate


"...the pursuit of *precision*,
not prescription."

Michael Fullan. *The Six Secrets of Change*
(2008), p. 82.

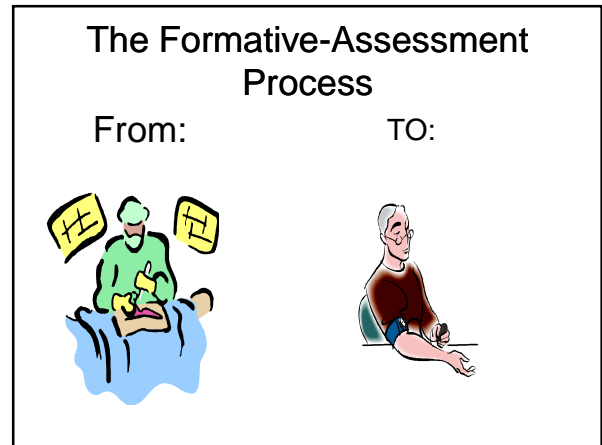
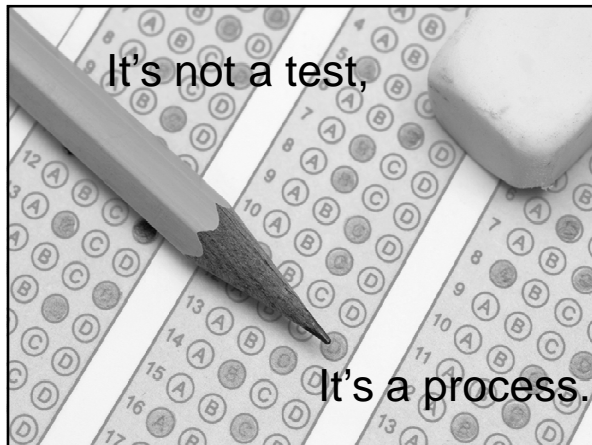
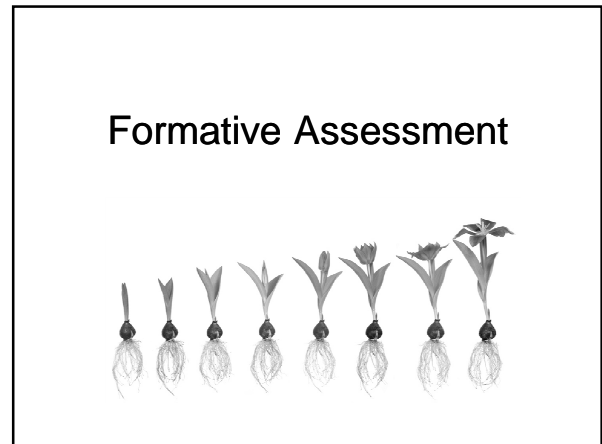
Great schools leave nothing
important to chance.

Question?

Guaranteed and viable
curriculum or
curriculum anarchy?
Evidence?



A "We-Expect-Success" Attitude		
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John Hattie—reviewed 7,827 studies on learning and instruction.

Conclusion... "The most powerful single innovation that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops' of feedback."

John Hattie—reviewed 7,827 studies on learning and instruction.

...reported that providing students with specific information about their standing in terms of particular objectives increased their achievement by 37 percentile points.

Setting Objectives and Providing Feedback

Generalizations from research on Providing Feedback

1. Feedback should be “corrective” in nature.
2. Feedback should be timely.
3. Feedback should be specific to a criterion.
4. Students can effectively provide their own feedback.

Plastic Cover - 10

Ferdinand Magellan

*Written 85-
23-
160*

Ferdinand Magellan was born in Sabrosa, Portugal in the spring of 1480. He was raised in the northern province of Minho. He was enrolled in the Royal School for Pages when he was 12 years old. He learned about mapmaking, astronomy, and celestial navigation. Magellan heard about how Bartholomeu Dias had rounded the bottom of Africa, and how Christopher Columbus reached some of the islands of the New World. He heard about Vasco da Gama sailed around Africa and crossed the Indian Ocean to India and the Spice Islands. These explorations caused Magellan to dream about the day when he would search for new places.

After a long process, Magellan finally got approval from King Charles to set out on his voyage. Five tall, square-rigged ships were built for the voyage. They were the San Antonio, the Victoria, the Concepcion, the Santiago, and the Trinidad.

At the last minute, Antonio Pigafetta joined the crew. He turned out to be a spy sent by the rulers of Venice with orders to inform them of any new trade routes to the Orient discovered by the expedition.

Paragraphing Skills: Structure a paragraph to make a point and to have that point contained in a topic sentence (Brookhart, Ed. Leadership: Dec. 07/Jan. 08. P. 57)

~~This is why~~ I like dogs better than cats. I think dogs are really playful. They can also be strong to pull you or something. They can come in different sizes like a Great Dane or a ^{Dachshund} ~~wener-dog~~. They can also be in different colors. Some are just mutts. Others are pedigree. Best of all, dogs are cute and cuddly. That is why I like dogs a lot better than cats.

Name: _____

Paragraph/Essay Writing Rubric

Content	(20)	16
Paragraphing	(10)	10
Sentence Structure	(10)	10
Topic Sentence/Paragraph	(10)	10
Details/Body Paragraph	(10)	8
Concluding Sentence/Paragraph	(10)	10
Transitions	(10)	8
Word Choice	(10)	8
Spelling	(10)	10
Total Score	(100)	86%

Nice Job!

How do you provide feedback in a way that students:

- Know what they are learning and how well they are progressing?
- Can explain what they need to do to get better?

Rubrics

Rubrics

• What are they?

- Scoring Guides that explain levels of performance
- Potentially, they focus students on “the learning”
- Use in conjunction with checklists, when appropriate

Rubrics

“Success criteria are developmentally appropriate descriptions and concrete examples of what success in a lesson looks like. They are not grades students should earn, the number of problems they must get right, or the number of times they should include something in a performance or product (for example, how many descriptive adjectives they should include in a paragraph).” Connie M. Moss, Susan M. Brookhart, & Beverly A Long. “Knowing Your Learning Target.”

Educational Leadership 68 NO. 6 (3/2011): pp. 66-69.

Name: _____

Paragraph/Essay Writing Rubric

Content		16
Paragraph		10
Sentence	(10)	10
Topic Sentence	(10)	10
Details/Body	(10)	8
Conclusion/Paragraph	(10)	10
Transitions	(10)	8
Word Choice	(10)	8
Spelling	(10)	10
Total Score	(100)	86%

Nice Job!

Activity 2.1.2 – Gen Diagram PowerPoint Rubric				
Presentation Concerns	4 points	3 points	2 points	1 point
Ratio Format	Includes a title slide with the topic and a list of slides to complete the presentation. All fonts are consistent and pictures are properly placed.	Includes a title slide but is missing information that is discussed in the presentation. Some fonts are inconsistent and pictures are poorly placed.	Includes a title slide but the remaining slides are not complete.	Only the title of the project is present. The remaining slides are not complete.
Introduction to the Focus Topic	Introduction is concise and clearly states the focus topic. It provides a simple definition and includes historical background.	Introduction refers to the focus topic, but does not clearly state the focus topic. It includes some background information.	Introduction is written with grammatical error and is missing some components of the focus topic. It does not clearly state the focus topic.	Introduction is written with grammatical error and is missing some components of the focus topic. It does not clearly state the focus topic.
Formal Topic Presentation	The multi-media presentation is well-organized and provides examples of the various processes and products. The education path of these processes is explained in a clear and concise manner. It includes a list of the focus topic and the processes and products.	The multi-media presentation is missing one or two slides that would provide information on the focus topic. The organization of what the future has brought is not supported by the presentation. There are added but not clearly stated to the focus topic.	The multi-media presentation is not complete and what is submitted is not logically organized.	The multi-media presentation is not complete and what is submitted is not logically organized.
Clear Presentation	The oral presentation is well-organized and clearly states the focus topic. It includes a list of the focus topic and the processes and products. The presentation is clear and concise. It includes a list of the focus topic and the processes and products.	The oral presentation is missing one or two slides that would provide information on the focus topic. The organization of what the future has brought is not supported by the presentation. There are added but not clearly stated to the focus topic.	The oral presentation is not complete and what is submitted is not logically organized.	The oral presentation is not complete and what is submitted is not logically organized.

Project Lead The Way, Inc. ©2008
 PLTWSM, 3E – Unit 2 – Lesson 21 – Activity 2.1.2 – Gen Diagram PowerPoint Rubric – Page 1

RubiStar Rubric Made Using: RubiStar (http://rubiStar.4teachers.org)

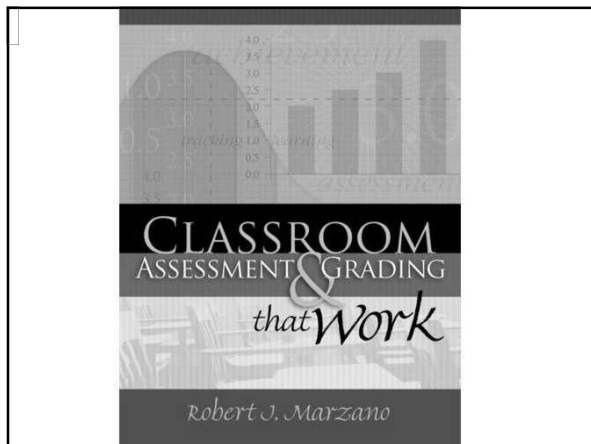
6+1 Trait Writing Model : Demo 1

Teacher Name: T Westerberg

Student Name: _____

CATEGORY	4	3	2	1
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.

Date Created: Jul 14, 2008 08:02 am (GMT)



• **Feedback** from classroom assessments should provide students with a clear picture of their progress on learning goals and how they might improve


Fuchs & Fuchs 1988

49	Evaluation by rule [uniform way of interpreting results of classroom assessments using a tight logic]	32
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Scale	
4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go beyond what was taught in class.
	<i>3.5 In addition to exhibiting level 3 performance, partial success at in-depth inferences and applications that go beyond what was taught in class.</i>
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
	<i>2.5 No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes.</i>
2	No major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes
	<i>1.5 Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</i>
1	With help, a partial knowledge of some of the simpler and complex details and processes.
	<i>.5 With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes.</i>
0	Even with help, no understanding or skill demonstrated.

Numbers and Operations	
Number Sense and Number Systems	
Grade 8	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Score 3.5	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications with partial success.
Score 3.0	While engaged in grade-appropriate tasks, the student demonstrates an understanding of numbers and number systems by . . . <ul style="list-style-type: none"> • determining the union and intersection of various sets (e.g., explaining and exemplifying the union of two sets as the set of elements that are in either set); • using scientific notation to express large numbers and small numbers between 0 and 1 (e.g., 0.256 written in scientific notation is 2.56×10^{-1}); and • distinguishing between subsets of the real number system (e.g., explaining and exemplifying that a rational number is one that can be written as a simple fraction and providing examples of rational versus irrational numbers). The student exhibits no major errors or omissions.
Score 2.5	The student exhibits no major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements.
Score 2.0	The student exhibits no major errors or omissions regarding the simpler details and processes, such as . . . <ul style="list-style-type: none"> • recognizing and recalling specific terminology (e.g., union, intersection, real number system); and • recognizing and recalling the accuracy of basic solutions and information, such as . . . <ul style="list-style-type: none"> = if set A = {1, 3, 5} and set B = {1, 5, 6}, the union of A and B, written $A \cup B = \{1, 3, 5, 6\}$; = in scientific notation, numbers are written using powers of 10 (e.g., 2,550 in scientific notation is 2.5×10^3); and = pi is a famous irrational number. However, the student exhibits major errors or omissions with score 3.0 elements.
Score 1.5	The student demonstrates partial knowledge of the score 2.0 elements but major errors or omissions regarding the score 3.0 elements.
Score 1.0	With help, the student demonstrates partial understanding of some of the score 2.0 elements and some of the score 3.0 elements.
Score 0.5	With help, the student demonstrates partial understanding of some of the score 2.0 elements but not the score 3.0 elements.
Score 0.0	Even with help, the student demonstrates no understanding or skill.

Common Assessments
Or
A Bank of Common Assessment
Items



Century (Bismarck, ND) English teacher Mary Redekopp does class activities at polleverywhere.com. In the activity a question will appear on an overhead, then students will text an answer to the specific number. The answers will then appear on the overhead. "I use it to see what the students have retained from class," Redekopp said. "It is a good assessment tool." Redekopp makes questions out of lessons that she is covering in class. Her senior English class has questions over "Beowulf" right now. JORDAN KALK Century Star | Monday, October 12, 2009. "CHS lifts ban on social networking sites." http://www.bismarcktribune.com/lifestyles/fashion-and-style/article_ec6929f0-b342-11de-acc0-001cc4c002e0.html

The computer program "My Access" instantly scores students' essays through advanced artificial intelligence technologies. With the immediate feedback, teachers can more easily monitor the writing performance of each class and cater to the individual progress of each student. Students can access the program at school or home... "We're [Weber SD, Ogden, UT] impressed with the quality of feedback. Not only does it provide a holistic score, but also specific feedback, in terms of traits or qualities of effective writing, so they know what they need to do to improve," he said. "They want to write more and get higher scores." "My Access' helps students write." Trent Toone (Standard-Examiner staff). Nov 27 2009. <http://www.standard.net/topics/weber-school-district/2009/11/27/my-access-helps-students-write>

"Every class at [Denver's] Manual trumpets the day's "L.O." It tells students what they will learn. Below the L.O. is the "P.O.P." — or Proof of Purchase — which tells students what they will need to turn in as proof of their grasp of the day's assignment. Jason Blevins. "Manual high school "proof of Purchase" shows students buy into lessons." *The Denver Post*, 2/7/10. http://www.denverpost.com/education/ci_14350149

- Tests, quizzes, homework, demonstrations, performances, portfolios, interviews, observation,...
- Exit cards
- “Minute papers”
- “Muddiest point”
- Diagnostic learning logs

} K. Patricia Cross

Planned Intervention



“We must build classroom environments in which students use assessments to understand what success looks like and how to do better the next time.”

Phi Delta Kappan, September 2004. “New Assessment Beliefs for a New School Mission.” Rick Stiggins, pp. 22-27.

“Assessment for learning begins when teachers share improvement targets with students, presenting those expectations in student-friendly language accompanied by examples of exemplary student work. Then, frequent self-assessments provide students (and teachers) with continual access to descriptive feedback in amounts they can manage effectively without being overwhelmed. Thus, students can chart their trajectory toward the transparent achievement targets their teachers have established.” (22-3) Rick Stiggins. “Assessment Through the Student’s Eyes.” *Educational Leadership* 64, no 8 (May 07): 22-26.

Formative Assessment

Moss & Brookhart. *Advancing Formative Assessment in Every Classroom*. ASCD, 2009.

- Do both teachers and students intentionally focus on gathering evidence to inform student learning, or are teachers in charge of assessment efforts focused on auditing learning?
- Does everyone in the classroom share responsibility for learning, or is the teacher responsible for saying what has been learned, who has learned it, and what needs to be learned next? (p. 22)
- Are there many instances of feedback on ungraded practice work? Or is most of the feedback an explanation of where students “lost points” in a grade? (p. 59)

Effective feedback? Examples?



At Morgan County High School (Madison, GA) time for extra academic help is embedded in the schedule every Wednesday and Thursday, whether it is because of missed school, to make up a test, or not getting physics.

Mark Wilson, Met Life/NASSP 2009 High School Principal of the Year

Stepping Up to Algebra is conducting a mathematics boot camp for about 1,000 seventh and eighth graders in nine school districts. A vigorous fund-raising campaign by the Silicon Valley Education Foundation enabled the program to expand.

The four-week course targets students who need extra help to enable them to be ready to take Algebra I. Mastering that course sets students on track to taking advanced mathematics and science in high school. "Summer algebra 'boot camp' doubles to 1,000 students."

By Sharon Noguchi Posted: 07/13/2010 09:19:12 PM PDT
Updated: 07/13/2010 09:19:13 PM
PDhttp://www.mercurynews.com/news/ci_15509485

Ben Davis High School—Indianapolis (3000 students, 43 % minority, 45% FRL)

Reduced failures by 1006 in one year:

- Early, frequent, and decisive intervention.
- Personal connection with struggling students.
- Parent connections.
- Tutoring by teachers, peer tutors, and "study buddies" provides students with one-to-one assistance.
- Managing students' choices with decisive curriculum interventions.
- In-school assistance.
- Reform grading systems.

Doug Reeves. *Leading Change in Your School*. ASCD, 2009: pp. 95-97.

High Schools Try Out RTI: Using the framework with older students poses challenges, but shows promise, educators say.
By [Christina A. Samuels](#), *Education Week* 28, Issue 19 (1/29/09): pp. 20-22.

"In Colorado, spurred by a state law that promotes RTI—an instructional model that links lessons, or "interventions," of increasing intensity with frequent monitoring of student progress—they're taking on the challenge of making RTI work for older students... It [RTI] is often represented by three tiers, which include different levels of instruction by intensity. Progress monitoring, usually with short assessments, is used to determine whether a student is responding to the interventions, or lessons."

Tigard High School in Portland, Oregon, has been successfully implementing RTI for several years. Listen to the Tigard High School team as they discuss their success and their challenges implementing RTI at the High School level as well as critical RTI issues like scheduling, screening and instruction, and using data to make educational decisions.

<http://www.rtinetwork.org/Professional/VirtualVisits/>

High School RTI Profiles

www.betterhighschools.org/pubs/documents/HSTII_LessonsLearned.pdf

Stamford (CT) School District 2 tracks, Honors & College Prep

- Moved from 45- to 60-minute periods
- Academic enrichment classes twice a week in English and math
- Implemented Scientifically Research Based Interventions Efficacy Institutes
- AVID
- Intensive professional development

"... AVID [is] now used nationwide in 4,500 schools....AVID is one of many programs aimed at motivating lackluster students and closing the gap in achievement between middle-class students and those from poorer families. The program also is one of the oldest and has a strong track record. AVID reports that close to 80 percent of its seniors are accepted at four-year colleges....students often must sign a contract pledging, among other things, to take college-prep classes and spend at least one to two hours a night doing homework. AVID teachers check their grades weekly. "If they slip at all,...they're going to hear about it immediately, and they know that." **"Average students shine with help from AVID program."** *The Seattle Times*, 5/10/10.http://seattletimes.nwsourc.com/html/localnews/2011832378_avid11m.html

allthingsplc.info

150 schools across the country that have created schedules that allow teachers to work in collaborative teams and provide time and support each day for students who need assistance

Planned Timely Intervention?

Examples?



From Good to Great

1. A *"we-expect-success"* attitude ___
2. *Clear instructional goals* ___
3. Effective instruction ___
4. *Frequent formative assessment* ___
5. Tracking progress ___
6. *Timely intervention* ___
7. Celebrating success ___

Question:

1-5 (1 = "Not at all", 5 = "To a great extent")

To what extent
do we engage in
this behavior?



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