

FOCUS: WHAT WORKS IN EDUCATION

<https://www.youtube.com/watch?v=PGQ3SW0BWFI>

OBJECTIVES

PARTICIPANTS WILL:

1. LEARN THE 3 HIGH LEVERAGE ACTIONS EDUCATORS SHOULD TAKE TO MAXIMIZE STUDENT LEARNING
2. SELECT 1-2 NON-HIGH LEVERAGE ACTIONS THAT SHOULD BE ELIMINATED
3. ASK QUESTIONS/HAVE FUN

THE POWER OF A TEACHER (RITA PIERSON)

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=SfNMTHHKDKW](https://www.youtube.com/watch?v=SfNMTHHKDKW)

"Strong teachers don't teach content; Google has content. Strong teaching connects learning in ways that inspire kids to learn more and strive for greatness."

Eric Jensen in Education Week Teacher

**“No significant
learning
occurs without a
significant
relationship.”**

--Dr. James Comer

CHALLENGE (MAKE RELATIONSHIPS HAPPEN)

PROJECT TO LEAD WITH YOUR PRINCIPAL FOR 2019-2020 SCHOOL
YEAR

1. PRINT PICTURE OF EACH AND EVERY STUDENT IN YOUR BUILDING
2. HANG ON WALL
3. ASK EACH STAFF MEMBER TO REMOVE THE PICTURE OF EACH STUDENT WITH WHOM HE/SHE HAS A STRONG RELATIONSHIP
4. FOCUS ON THE REMAINING STUDENTS

WHICH MOST EFFECTIVE?

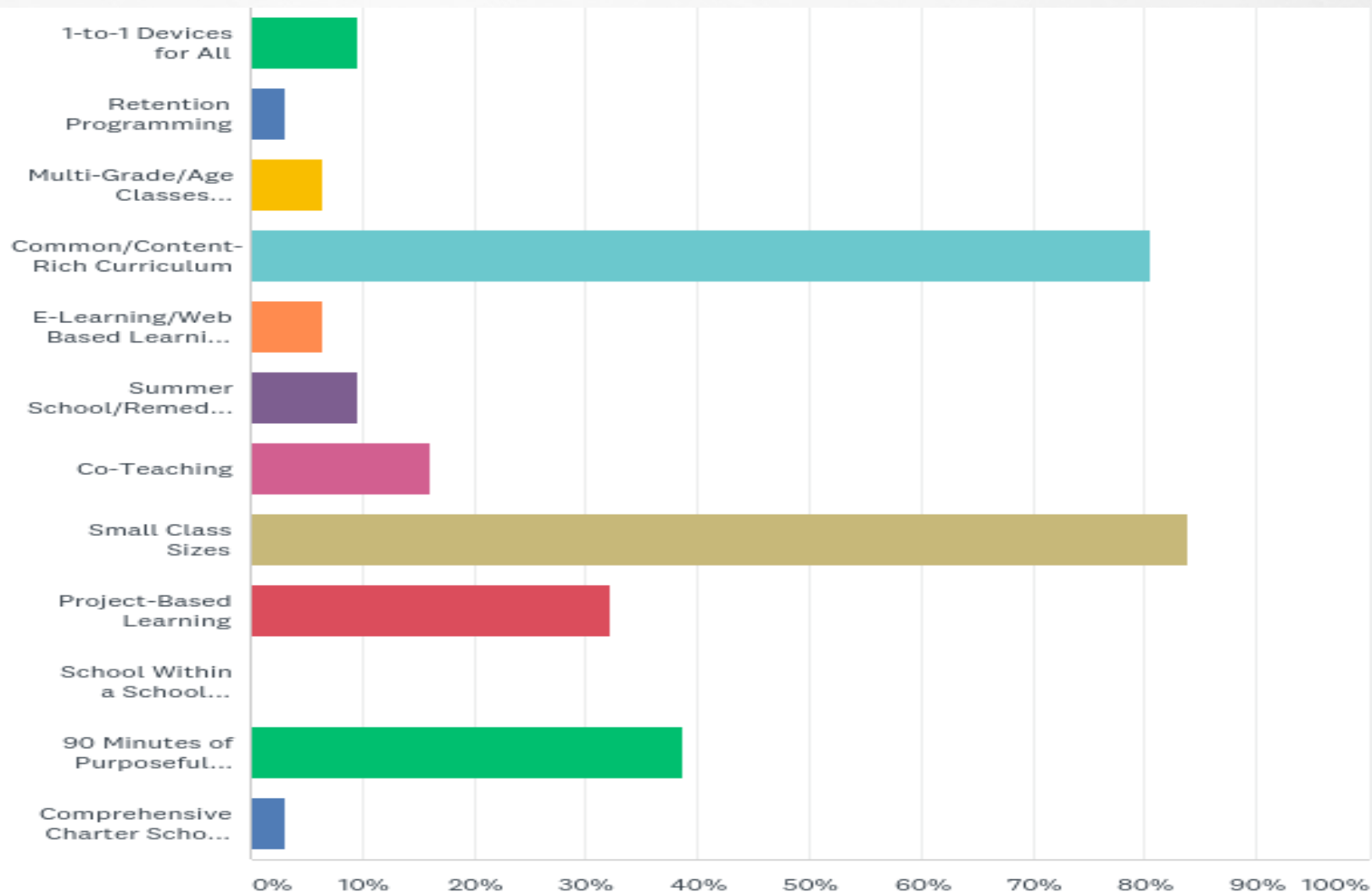
(RE: ACHIEVEMENT; CAREER SUCCESS)

- 1-TO-1 DEVICES FOR ALL
- RETENTION PROGRAMMING
- MULTI-GRADE/AGE CLASSES (ELEMENTARY LEVEL)
- COMMON, CONTENT-RICH CURRICULUM
- E-LEARNING/WEB BASED LEARNING DAYS
- SUMMER SCHOOLS/REMEDICATION PROGRAMS
- CO-TEACHING
- SMALLER CLASSES
- PROJECT-BASED LEARNING
- SCHOOL-WITHIN-A-SCHOOL “ACADEMIES”
- 90 MINUTES OF PURPOSEFUL READING & WRITING PER DAY
- COMPREHENSIVE CHARTER SCHOOL TRANSITION

PLEASE
COMPLETE THE FOLLOWING SURVEY

[HTTPS://WWW.SURVEYMONKEY.COM/R/JZGSR62](https://www.surveymonkey.com/r/jzgsr62)

Q1: PLEASE SELECT FROM THE FOLLOWING LIST OF INSTRUCTIONAL STRATEGIES, INITIATIVES, ED REFORMS, AND PROFESSIONAL TRAININGS THE THREE ITEMS THAT YOU BELIEVE HAVE THE GREATEST POSITIVE IMPACT ON STUDENT LEARNING.



ANSWER CHOICES	RESPONSES	
1-to-1 Devices for All	9.68%	3
Retention Programming	3.23%	1
Multi-Grade/Age Classes (Elementary Level)	6.45%	2
Common/Content-Rich Curriculum	80.65%	25
E-Learning/Web Based Learning Days	6.45%	2
Summer School/Remediation Programs	9.68%	3
Co-Teaching	16.13%	5
Small Class Sizes	83.87%	26
Project-Based Learning	32.26%	10
School Within a School "Academies"	0.00%	0
90 Minutes of Purposeful Reading and Writing Per Day	38.71%	12
Comprehensive Charter School Transition	3.23%	1
Total Respondents: 31		



John Hattie's latest Visible Learning Research

based on
1,400 meta-analyses
 of over
80,000 studies
 involving over
300 million students

FIRST THINGS: LESS IS MORE

BUT...WE KEEP **ADDING** MORE/NEW

- METHODS, STRATEGIES
- WORKSHOPS, TERMS
- PROGRAMS, REQUIREMENTS, TECHNOLOGY
- CLASSROOM ARRANGEMENTS...

BEFORE IMPLEMENTING “FIRST THINGS”

M. BUCKINGHAM; J. COLLINS; PFEFFER & SUTTON

SIMPLIFYING SCHOOL IMPROVEMENT: TAKE ACTION

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=VRSUE_M19FY](https://www.youtube.com/watch?v=vrsue_m19fy)

SIMPLIFYING SCHOOL IMPROVEMENT

“THERE IS TOO MUCH OVERLOAD AND BAGGAGE ON THE CURRENT CHANGE JOURNEY...THE SMALLEST NUMBER OF HIGH-LEVERAGE EASY TO UNDERSTAND ACTIONS (WILL) UNLEASH STUNNINGLY POWERFUL RESULTS.”

MICHAEL FULLAN, 2010

SIMPLICITY: LESS IS MORE

“THERE ARE ALWAYS MORE GOOD IDEAS THAN THERE IS
CAPACITY TO EXECUTE...”

SEAN COVEY

SIMPLICITY: LESS IS MORE

“IF YOU CHASE TWO COWS...
YOU DON’T CATCH NONE”

MY (INFINITELY WISE) FATHER-IN-LAW

THINK, PAIR, SHARE (30 SECS)

WHAT IS ONE SELF-INFLICTED INITIATIVE
ADDED TO YOUR PLATE THIS YEAR?

HIGH LEVERAGE ACTIONS (THE FIRST THINGS)

REASONABLE IMPLEMENTATION OF:

1. GUARANTEED **CURRICULUM**
2. AUTHENTIC, COLLEGE-PREP **LITERACY**
3. EFFECTIVE **LESSONS**

ONCE FULLY MASTERED, WE MAY **JUDICIOUSLY PILOT** TRULY *EVIDENCE-BASED* INNOVATIONS (SEE JOHN HATTIE-VISIBLE LEARNING)

GUARANTEED & VIABLE CURRICULUM

**“A GUARANTEED AND VIABLE
CURRICULUM IS THE NUMBER ONE
FACTOR IMPACTING STUDENT
ACHIEVEMENT”**

**MARZANO – *WHAT WORKS IN SCHOOLS.*
*2003***

GUARANTEED & VIABLE CURRICULUM (DEFINED)

EVERY STUDENT, EVERY CLASS, WILL BE
TAUGHT (MORE IMPORTANTLY LEARN) THE
SAME ESSENTIAL KNOWLEDGE AND SKILLS
(STANDARDS)

GUARANTEED & VIABLE CURRICULUM

THIS DOES **NOT** MEAN A SCRIPTED
PROGRAM

THIS DOES **NOT** MEAN A SUPPRESSION OF
TEACHER CREATIVITY (STUDENT NEED)

THIS DOES **NOT** MEAN WE USE THE SAME
RESOURCES (ONLY)

HOW TO BUILD A CURRICULUM

**MAP (IDENTIFY) ESSENTIAL STATE
STANDARDS/TOPICS**

HOW TO BUILD A CURRICULUM

**MAP (IDENTIFY) ESSENTIAL STATE
STANDARDS/TOPICS**

**THE STANDARDS REPRESENT THE MINIMUM
A STUDENT MUST LEARN TO REACH A HIGH
LEVEL OF LEARNING**

HOW TO BUILD A CURRICULUM

3 QUESTIONS

HOW TO BUILD A CURRICULUM

WHAT DO STUDENTS NEED TO KNOW:

1. QUESTION 1
2. QUESTION 2
3. QUESTION 3

(WITH PARTNER – DISCUSS QUESTIONS WE SHOULD ASK TO DETERMINE WHAT WE SHOULD TEACH)

HOW TO BUILD A CURRICULUM

WHAT DO STUDENTS NEED TO KNOW:

1. FOR THE REST OF THEIR LIVES?

HOW TO BUILD A CURRICULUM

WHAT DO STUDENTS NEED TO KNOW:

1. FOR THE REST OF THEIR LIVES?
2. FOR THE NEXT CLASS?

HOW TO BUILD A CURRICULUM

WHAT DO STUDENTS NEED TO KNOW:

1. FOR THE REST OF THEIR LIVES?
2. FOR THE NEXT CLASS?
3. FOR THE TEST?

(RICHARD DUFOUR)

HOW TO BUILD A CURRICULUM

Q: NOTHING ELSE?

HOW TO BUILD A CURRICULUM

Q: NOTHING ELSE?

A: NOTHING ELSE!

HOW TO BUILD A CURRICULUM

**BEGIN
WITH
THE END
IN MIND**

Covey 1989

HOW TO BUILD A CURRICULUM

DEFINE WHAT WE MEAN
WHEN STUDENTS HAVE
LEARNED THE
GUARANTEED
CURRICULUM

HOW TO BUILD A CURRICULUM

PRIOR TO TEACHING: WRITE COMMON ASSESSMENTS (PROJECTS, ESSAYS, FINALS, ETC.)

- SPECIFIES THE LEARNING OUTCOMES
- CLARIFIES HOW STUDENTS WILL DEMONSTRATE UNDERSTANDING

HOW TO BUILD A CURRICULUM

SELECT COMMON (RECOMMENDED) READINGS

- **TEXTBOOK: SPECIFIC PAGES FOR EACH TOPICS**
- **BOOKS/NOVELS**
- **DOCUMENTS; NEWS ARTICLES; DATA SETS**
- **GENERATE QUESTIONS/TASKS FOR EACH READING
(AUTHENTIC LITERACY)**

AUTHENTIC LITERACY

LITERACY IS “THE SPINE THAT HOLDS EVERYTHING TOGETHER IN ALL SUBJECT AREAS.”

PHILLIPS & WONG, GATES FOUNDATION

“EXPERTS FROM ALL DISCIPLINES ADVOCATE FOR THE SAME CORE PRACTICES OF AUTHENTIC LITERACY, OR THE INTENSIVE INTEGRATION OF PURPOSEFUL READING, WRITING, AND TALKING INTO EACH SUBJECT.”

MIKE SCHMOKER

AUTHENTIC LITERACY

--50-80% OF CURRICULUM --

READ, DISCUSS & WRITE TO:

- DRAW INFERENCES
- ANALYZE CONFLICTING SOURCE DOCUMENTS
- SUPPORT **ARGUMENTS** WITH EVIDENCE
- SOLVE COMPLEX PROBLEMS WITH NO OBVIOUS ANSWER

AUTHENTIC LITERACY 50-80% OF THE CURRICULUM?!?!?

“CONTINUOUS IMPROVEMENT IS BETTER
THAN DELAYED PERFECTION.”

MARK TWAIN

THINK, PAIR, SHARE (1 MIN)

HOW ARE YOU CURRENTLY SUPPORTING LITERACY (NON-READING AREA)?

WHAT IS ONE AREA YOU/WE COULD DO MORE?

EFFECTIVE LESSONS... CLARIFIED

ALL TEACHERS AND
ADMINISTRATORS IN A DISTRICT
OR SCHOOL BUILDING SHOULD BE
ABLE TO **DESCRIBE EFFECTIVE
TEACHING IN A SIMILAR WAY.**

ROBERT MARZANO

WCS TEACHER EFFECTIVENESS RUBRIC

(DOMAIN 2: EFFECTIVE INSTRUCTION)

2.1 DEVELOP STUDENT UNDERSTANDING AND MASTERY OF LESSON OBJECTIVES

2.2 DEMONSTRATE AND CLEARLY COMMUNICATE CONTENT KNOWLEDGE TO STUDENTS

2.3 ENGAGE STUDENTS IN ACADEMIC CONTENT

2.4 CHECK FOR UNDERSTANDING

2.5 MODIFY INSTRUCTION AS NEEDED

2.6 DEVELOP HIGHER LEVEL OF UNDERSTANDING THROUGH RIGOROUS INSTRUCTION AND WORK

2.7 MAXIMIZE INSTRUCTIONAL TIME

2.8 CREATE CLASSROOM CULTURE OF RESPECT AND COLLABORATION

2.9 SET HIGH EXPECTATIONS FOR ACADEMIC SUCCESS

5 STEPS FOR EFFECTIVE LEARNING

(THE SYSTEM FOR TEACHER AND STUDENT ADVANCEMENT)

- IDENTIFY NEED (RELEVANCE, UTILIZE DATA)
- TEACH (DIGESTIBLE, FOCUSED, TARGETED INSTRUCTION)
- DEVELOP (MODEL, PRACTICE, FEEDBACK)
- APPLY (ADDITION PRACTICE, APPLICATION, FOLLOW-UP SUPPORT)
- EVALUATE (EXIT SLIPS, FORMATIVE ASSESSMENTS)

EFFECTIVE LESSONS AND “INTERACTIVE LECTURE”

- CLEAR STANDARD/LEARNING TARGET (“REVISE FOR WORD CHOICE”; “DEMONSTRATE KNOWLEDGE OF MEAN, MEDIAN & MODE”)
- TEACH; MODEL/”**THINK ALOUD**”
- GUIDED PRACTICE--& LOTS OF THINK/PAIR/SHARE
- **MULTIPLE** CHECKS FOR UNDERSTANDING (“FORMATIVE ASSESSMENT”)
- INDEPENDENT PRACTICE/ASSESSMENT

*HUNTER; POPHAM; MARZANO; FISHER & FRYE; LEMOV; BURNS;
ARCHER; WILLAM*

REGULAR CURRICULUM/INSTRUCTION REVIEW

(D. REEVES; R. MARZANO; R. DUFOUR)

LEADERS & TEAMS DISCUSS...

- COMMON PLAN PERIODS
- EARLY RELEASE MEETINGS (PLC MEETINGS)
- WAR-ROOM MEETINGS (DATA-WISE PROCESS)
 - STUDENT DATA/COMMON ASSESSMENT RESULTS
 - COMMON SCORED PAPERS (HIGH/MED/LOW)
 - PROJECTS
 - INSTRUCTIONAL STRATEGIES

HIGH LEVERAGE ACTIONS (THE FIRST THINGS)

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GOAL FOR 2019-2020

REDUCE/SUSPEND 1 OR
2 NON-ESSENTIAL
(SELF-INFLICTED)
PRIORITIES

OBJECTIVES (REVIEW)

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THANK YOU