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Reflecting on Your School's
Current Professional Development, and
Consideration of Effective Strategies
to Improve and Deepen Student Learning

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*Curriculum, Instructional Strategies and Student Learning are
the Core Business of Schools. All else, support functions.*

Full Disclosures and
How to get the most out of this time

- My experience is 36 years in education, 31 in administration in rural MN
- I've never met Dr. Allan Odden, but have directly worked in implementing all ten strategies (unconsciously and with varying degrees of skill & result), found his schema helpful
- E & F Services, LLC does not receive \$'s from any organizations or companies discussed here to promote them. They are in my experience the best way to implement a strategy & with which I have direct experience. "N of 1"
- The power point is available as a PDF on the web site www.e-f-services.com as well as more information and links to the web sites of organizations and companies discussed.
- Use the hand out to record reflections and chart priorities

10 Strategies for Doubling Student
Performance, Allan Odden, 2009

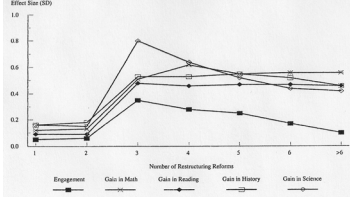
- Background on Allan Odden, U W Madison
- "Doubling"= Large, quantum, absolute gains in student achievement
- The general strategies of schools that have produced these large measurable gains a very similar despite differences in schools "N>1"

Central Questions:

- Are you focusing sufficient effort on effective strategies to improve instruction, curriculum and student learning?
- If the answer is 'no,' what are your next steps?

Have Enough, but not too Many

Figure 1. Sensitivity Analysis on Effectiveness: Effects of the Number of Restructuring Reforms on Gains in Achievement and Engagement



Effects of High School Restructuring and Size on Early Gains in Achievement and Engagement; Valerie E. Lee and Julia B. Smith; *Sociology of Education*, Vol. 68, No. 4 (Oct., 1995), pp. 241-270
 Data from a sample of 11,794 sophomores in 830 high schools from the first two waves of the National Educational Longitudinal Study of 1988,

Doubling Student Performance Strategy #1

- **Understand the performance situation**
- **Rationale:**
 - Create a sense of urgency in admin, teachers and parents,
 - Consider more deeply the purposes of education
 - Why are we in education?
- **Fred's Favorites**
 - Raising the Grade, Bob Wise, 2008
 - MDE School Report Card and MCA Data
 - Longitudinal analysis and
 - Benchmarking
 - Open Enrollment and competition for students

Doubling Student Performance Strategy #2

- **Curriculum Mapping**
- **Rationale**
 - Teachers, admin and parents can:
 - Know what is taught where and when
 - Know alignment with standards and MCA's
 - Reduce overlaps and gaps in instruction
 - Inform new teachers of curriculum
- **Fred's Favorite: Rubicon Atlas**
 - Web based, Intuitive interface
 - Pre-slugged standards (one click and they are imported to map)
 - Priced per school or district
 - Let's look at some examples: Ogilvie, Braham, Foley, East Central

Doubling Student Performance Strategy #3

- **Set High Goals**
- **Rationale**
 - Create a collaborative vision with very ambitious goals to guide the system
 - Use SMART goals to track progress, but they will not drive dramatic, transformational, improvement
- **Fred's Favorites:** evolutionary and transformational
 - Why Failure is NOT an Option: Alan Blankstein
 - Go visit successful schools with similar demographics
 - Asking what is it we truly want or graduates to know and be able to do can lead to transformational change.
 - Education on the Edge of Possibility, Caine and Caine, 1997

Doubling Student Performance Strategy #4

- **Adopt New Curriculum Materials**
- **Rationale**
 - Teachers teach (and in most districts are expected to teach) from adopted materials.
 - A rigorous selection process leads to aligned and more rigorous instructional materials, and knowledge on what the adopted curriculum does not do well
- **Fred's Favorite:** A well thought out and written Curriculum Review Cycle
 - PK-12 Curriculum Teams (E-13)
 - Gaps and overlaps analysis
 - Research on best practices: ID questions, get and circulate research
 - Two step material analysis: overview survey, and critical skills alignment
 - NO sales presentations
 - **Do you have the \$ for it?? Balance \$'s and Effort, Use in Referendum**

Doubling Student Performance Strategy #5

- **Adopt (create) a Point of View about Instruction**
- [The dramatically improving school] believes that *good instruction... in any subject entails certain fundamental tenets of what constitutes good instructional practice. And that is what the school focuses on systematically.***
 (Allan Odden, 10 Strategies for Doubling Student Performance, 2009, p. 137)
- The school district leaders who wish to *improve the performance of all student within the system....articulate and enact a unifying vision of instructional quality while maintaining some level of local flexibility.*** (Jonathan Supovitz, The Case for District Based Reform, 2006, pp 1)

Doubling Student Performance Strategy #5

- **Adopt (create) a Point of View about Instruction**
- **Rationale**
 - Common instructional language and agreement on what makes good teaching creates focus in the professional staff
 - Teachers can discuss and reflect in ways that grow and develop their practice
 - New teachers can be mentored and developed more consistently and faster
- **NB: To do this successfully requires regular and structured teacher conversations (process) with curricular and instructional content**
 - DuFour: structure (process of PLC's), but no content
 - Marzano: content, but no structure or process
- **Fred's Favorites:**
 - Minnesota Center for Reading Research, Dr Mattt Burns, Dir. especially primary
 - What does excellent reading instruction look like
 - **Center for Authentic Intellectual Work**, Dr. Fred Newmann, Dr. Bruce King, Dana Carmichael, www.centerforaiw.com
 - Research shows dramatic and equitable results
 - Structure of rubrics by academic discipline provide provides process for learning teams
 - Improves and transforms the school through the Intellectual Quality of adult and student work

Minnesota Schools using Instructional Points of View

- **Authentic Intellectual Work (AIW)**
 - White Bear Lake
 - Contacts: Gretchen Harriman and Ann Malwitz in the C&I Department
 - Ogilvie
 - Contacts: Dave Endicott, Superintendent, Jake Nelson, Principal
 - For contact information go to www.e-f-services.com
- **MN Center for Reading Research (Reading First)**
 - For full list go to <http://readingfirstdataonline.org/default.aspx>
 - Districts included: Anoka Hennepin, Brooklyn Center, Crookston, Foley, N. St. Paul, Ogilvie, Rochester, and Willmar (Kennedy Elementary)
 - For current opportunity, go to: <http://www.cehd.umn.edu/reading/projects/rdg-academy/default.html>

Doubling Student Performance Strategy #6

- **Assessment and Data Driven Decision Making**
- **Rationale**
 - For continuous improvement, student achievement needs to be measured often and used by teachers to improve practice
 - The closer the measurements are aligned with curriculum the more practice can be targeted effectively and instruction adjusted
- **Problem:** Elementary and Middle Schools have lots of choices for data High Schools are Data Deserts—for achievement data
- **Fred's Favorite for Secondary Schools to become data driven**
 - Use a test generator like [Linkit](#) for unit and chapter tests and projects
 - Uses teachers' tests already being given, saving time
 - Has teachers align test items to standards (based on curriculum mapping)
 - Provides immediate reports for teachers, students, parents
 - This is not without hiccups and needs PD on test item writing, performance rubrics, using formative assessment to gain student engagement in learning goals
 - [Advancing Formative Assessment in Every Classroom](#), Moss and Brookhart, 2009

Doubling Student Performance Strategy #7

- **Provide systemic, intensive, ongoing Professional Development**
- **Rationale**
 - Features of Effective Staff Development
 - Organized as Professional Learning Community, school based, job embedded,
 - Curriculum and instruction focus,
 - Active learning and collective participation
- **Fred's Favorites:**
 - TALL (Teachers as Learners and Leaders) from Education Minnesota
 - Educational Leadership (ASCD)
 - "Just-in-time" PD based on teachers' awareness of need
 - AIW provides self-awareness & feedback on what teachers need
 - Dana Carmichael centerforaiw.com

Doubling Student Performance Strategy #8

- **Use Time Efficiently and Effectively**
 - Create larger blocks of instructional time
 - Shift student contact time to create regular, larger blocks of PD time, needs to be reasonable balance between expectations and time
 - Use on-going, collaborative PD forms such as Professional Learning Communities to increase learning, distribute leadership
- **Fred's Favorites:**
 - For High School Instructional Time: 5X3 Block for High School
 - For On-going, Consistent Professional Development Time District-Wide:
 - Shift 15 minutes a day to student instructional time and block two hours of PD every five day week
 - This does NOT change the calendar, does NOT change the teacher contracted day, does NOT change the total instructional time for students
 - It shifts it 170 days, to get blocked PD time for 2 hours every five day week
 - Let's look at the math for 2010-11

Blocking Professional Development Time, to Work Smarter, Have Students Dramatically Improve Achievement

- **Let's do the math**
 - 170 days X 15 minutes per day = 2,550
 - 25 Early dismissals (late starts) X 100 minutes=2,500 minutes
(There are approximately 25, 5 day weeks in 2011-12 calendars)
- **For example: On a daily basis:**
 - Teachers day remains 7:30-3:30
 - Student day four days a week
 - If currently 8:00-3:00
 - Proposed is 7:50-3:05
 - Student day one day a week is 90 minutes shorter
 - PD is a two hour block including the time after school

Blocking Professional Development Time, to Work Smarter,
Have Students Dramatically Improve Achievement

- **On a yearly basis**
 - No change in school calendar
 - No change in student contact time
 - No change in teacher contracted time or daily time
- **Why do it? Why do it now?**
 - Every significant improvement strategy requires steady, consistent, PLC and PD time (this gains you 30-40 new usable hours of PLC and PD time, each whole week, and consistently and distributed during the year)
 - For teachers you trade the morning faculty and afterschool grade level meetings for time during this block (that's why the variable amount of new time)
 - For the public and parents, now is the time to change, because they want us to do better for the same or less \$, so what we need is blocked PD time by varying the student day. This is what we need from them to get improved student achievement—but be sure you do improve achievement!!
 - Use Community Ed, latch key programs and Targeted Services

Doubling Student Performance
Strategy #9

- **Extend time for struggling students**
- **Rationale**
 - The power of tutoring 1:1 or in small groups
 - Creating double blocks of time for math
 - Extended Day and Summer School
 - Engaging students non-traditionally
- **Fred's Favorites**
 - Teachers daily tutor worst readers, Title I para's monitor seat work of class (Barbara Taylor MN Center for Reading strategy)
 - Student-Student Tutoring
 - Double block math-science
 - Gaming—Tabula Digita
 - Pyramid of Interventions (Failure is NOT an Option, Blankstein)

Doubling Student Performance
Strategy #10

- **Collaborative & Professional Culture & Leadership**
- **Rationale:**
 - High performing schools are where:
 - Teachers share high achievement expectations for students & continuous improvement for teachers
 - Instruction is openly discussed, teachers observe other teachers instructional practice
 - Research and experts are used in decision making]
- **Fred's Favorites**
 - 10 Strategies for Doubling Student Performance, Allan Odden, 2009
 - Failure is NOT an Option, Blankstein, 2004
 - Authentic Intellectual Work (you get a 2For) centerforaiw.com

Doubling Student Performance Strategy #11

- **Strategically recruit and manage talent**
- **Rationale:**
 - Principal and teacher talent are key to improving student performance
 - The District’s tasks are to recruit top talent, develop that talent, and when necessary turn over that talent
- **Fred’s Favorites:**
 - Establish Union/Admin formally agreed upon standards and processes for teacher evaluation, growth, and accountability
 - Develop district-wide hiring standards and processes to attract and hire only the best candidates at the site level
 - Establish Mentoring /Induction programs for 1st and 2nd year teachers

Strategy #11: Ogilvie Professional Evaluation and Self Reflection Plan Table of Contents

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Suggested Next Steps Aspirin Available 😊

- Reflect and consider where you are, what you already know and what you’ve learned today,
- Chart your initial Research and Planning Priorities
- Use www.e-f-services.com to get started.
 - This workshop is available for leadership teams
 - Coaching available for specific improvement strategies
- Reach out to colleagues & your leadership team.
- Visit or call schools using these strategies.
- Write an action plan and “Just do it!”
- The ball’s in your hands.
