

North Dakota – Title I October, 2009

Keeping Data in Context

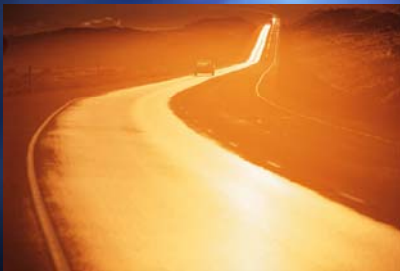
Peg Portscheller
Portscheller & Associates
Pathways to Results
Aurora, CO

Enough About Me...

Let's talk about you.....

Why do you choose to do this?

Where Are You Going?



Who's In The Room?

How long have you been at this?

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- 30+ years

Changes

Think back to your first day of your first job in the profession.....

What has changed from then until now?

Why Do Schools Need To Change?



Why Do Schools Need To Change?

Three powerful forces at work:

1. Inadequate skills among large segments of the population
2. Evolution of the economy and jobs
3. Ongoing shift in the demographic profile of the nation

Anybody trying to change anything??

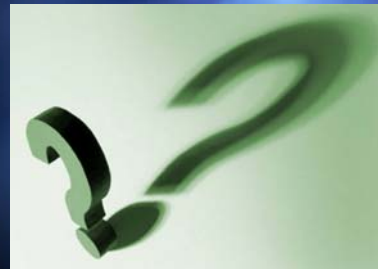
⊕ How hard is change??????

Anybody trying to change anything??

⊕ How hard is change??????

Morning Routines anyone?
David Letterman
Dan Lortie and Us

Anyone Here Data Deprived?



What Do It Mean To BE Data Driven??

- ⊕ Find a partner....
- ⊕ Answer the question
- ⊕ Be Ready to share

Data Analysis

- ⊕ Start with data reports for the school, then for each grade, then by teacher, then by student
- ⊕ Examine areas where students in a grade or subject need lots of improvement...look above and below...weaknesses there, too?
- ⊕ Are there discrepancies between summative and formative assessments?
- ⊕ Look at actual test items...problems there?
- ⊕ Devise strategies for struggling students
- ⊕ Implement, Review, Evaluate

What DOES drive student improvement?

Let's take a look at some research.....

Test Time

- ⊕ What is the greatest variable in terms of student learning and student achievement?
- ⊕ A. Level of education of the mother
- ⊕ B. Level of income of the family
- ⊕ C. Quality of the child's/student's teacher
- ⊕ D. Quality of the principal

Test Time, continued

- ⊕ Of the items listed below, which is most important?
- ⊕ A. Design of the lesson/unit
- ⊕ B. How the content is taught
- ⊕ C. Design of the assessment to determine what has been learned
- ⊕ D. Student engagement in the lesson/unit

- ⊕ What do effective schools do to achieve dramatic, improved results in student learning and student achievement?????

Common Findings

- ⊕ Formed professional learning communities
- ⊕ Focused on student work (through assessment)
- ⊕ Changed and improved their instructional practice
- ⊕ Demonstrated teacher efficacy

Michael Fullan

My Own Ahas

- ⊕ *
- ⊕ *
- ⊕ *

The Power of the old 3 R's and the New 3 R's

⊕ Reading, 'Riting & 'Rithmetic

R _____

R _____

R _____

My Grandparents

⊕ Disharmonius Models

⊕ A New Day

⊕ Debates Around the Purpose of
Schooling

Gallup....

⊕ A walk down memory lane....

Michael Fullan once again

⊕ We can have _____ measured by

_____ but without quality

_____, standards and assessments

alone won't get us there.....

Four Guiding Questions

- ⊕ What do my students need to know and be able to do...and why?
- ⊕ What is the best way to teach this so that all my students will learn it?
- ⊕ How will I know if my students have learned it?
- ⊕ What will I do if they don't learn it?

Rick DuFour

Assessment - Know Your Purpose

- ⊕ The purpose of assessment, in general, is to find out what your students know and are able to do with regard to what you are teaching/facilitating...
- ⊕ Once the essential purpose is identified, educators must ask the critical question: "What kind of assessments will provide the best **evidence** that students have learned (to the application level)?"

Assessment Types (formal and informal)

- ⊕ Performance
- ⊕ Product
- ⊕ Written - Selected Response
- ⊕ Written - Constructed Response
- ⊕ Observation
- ⊕ Conversation

Research

- ⊕ "There is simply no body of assembled research indicating that one of these types is superior to the other." The challenge is to match the assessment to the content in order to determine what has been learned at what level."

James Popham - Test Better/TeachBetter

Assessment Literacy

- ⊕ Assessment FOR Learning
- ⊕ Assessment OF Learning

Student Feedback - Grading

- ⊕ We are often guilty of toxic grading policies and practices based upon nothing more than tradition
- ⊕ Let's conduct our own experiment...here is a real live 8th grade student's grades.....

8th Grade Math (Male Student)

- C
- C
- MA - Missing Assignment
- D
- C
- B
- MA
- MA
- B
- A
- A

What Grade Does This Student Deserve? Why?

2 Things We Must Think About

- ⊕ Feedback (adult and student)
- ⊕ Engagement (adult and student)

Let's Look At Kids...



■ **Engagement:**
 High Attention
 High Commitment
 The task, activity, or work students are assigned or encouraged to undertake has inherent meaning or value to the student.

Profile Elements



■ **Engagement:**
 High Attention
 High Commitment
 The task, activity, or work students are assigned or encouraged to undertake has inherent meaning or value to the student.
 Phil Schlechty

Profile Elements



■ **Strategic Compliance:**
 High Attention
 Low Commitment
 The task, activity, or work has little or no inherent meaning or value to the student, but it is associated in the student's mind with outcomes and results that are of value (e.g., entry into college.)

Profile Elements

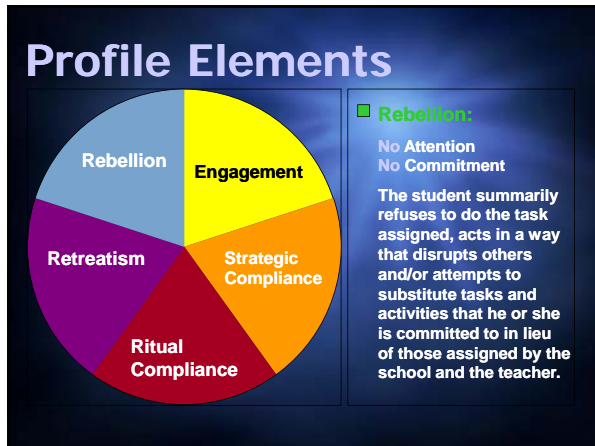


■ **Ritual Compliance:**
 Low Attention
 Low Commitment
 Students are willing to expend whatever effort is needed to avoid negative consequences, though they see little meaning in the tasks assigned or the consequences of doing those tasks.

Profile Elements



■ **Retreatism:**
 No Attention
 No Commitment
 The student is disengaged from the task, expends no energy in attempting to comply with the demands of the task, but does not act in a way that disrupts others and does not try to substitute other activities for the assigned task.



Reflections

- ⊕ Think back and try to remember an activity or lesson that you have taught that was inspiring and from which students learned something important.
- ⊕ Describe the characteristics of the experience that made the work interesting, challenging and satisfying.

Your Place

- ⊕ What percentage of your students are in each "slice" of the engagement pie?
- ⊕ What could/should you do about it?



Let's think about your kids...

- ⊕ How engaged are they?
- ⊕ If I were to come into your school and ask your students to rate your school on a scale of 1-4, what do you think the data would look like??

Daniel Pink

- ⊕ Should We Apply His Precepts?

Where are we?

What's going well? How do we know?"

What's not going as well as we'd like?
How do we know?

What might we do about it?

This IS The Work

It's A Wrap....

Three things that you learned or
captured your attention

Two things you are wondering about
or would like to learn more about

One thing you can do tomorrow to
improve teaching, assessment and
your school?

If I can be of further help

pegp5@comcast.net

CULTURE: IT'S A BIG DEAL

Why is culture important: "Structural change that is not supported by culture change will eventually be overwhelmed by the culture, for it is in the culture that any organization finds meaning and stability." (Phil Schlechty)

The "official" definition: "School culture is the sum of the values, practices, and organizational structures within a school or school organization that causes it to function and react in particular ways."

Roland Barth's definition: "How we do business around here"

Culture Survey

(Rate each item using A for Always, G for Generally, S for Seldom and N for Never)

1. We do our work collegially.
2. We innovate in multiple ways to assure success for each student.
3. We have high expectations here...for adults and for students.
4. Trust and confidence are in place at our place.
5. There is tangible support for our greatest priorities.
6. We reach out to the knowledge base and research in our school.
7. Appreciation and recognition have a high value and are in place.
8. We care about one another and have the belief that "we are in this together."
9. We celebrate at our place, especially student success.
10. People in our school have a great sense of humor and it is evident.
11. Staff have an appreciation for/of leadership in our school.
12. There is great clarity of goals in our school.
13. We protect what is really important.
14. Stakeholders are involved in making important decisions in our school.
15. We honor appropriate traditions at our place.
16. We enjoy honest, open communications.