Turning Observations into Actions

Translating data into Student Growth

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Learning Targets

- Better understand specific actions that impact instruction based on classroom walkthrough data and research

- Engage in a process to develop next steps for communicating expectations and developing structures for rigorous instruction

High Impact Leadership

"Educational research is not a blunt instrument that shatters all doubt about best practice. Rather it provides general direction that must be interpreted by individual districts, schools, and teachers in terms of their unique circumstances. In short, research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e., high probability) of working well with students.

Robert Marzano

What is High-Impact Leadership?

Seeking Impact

Equitable Impact

Teacher Practices Related to Student Achievement

Effect Size

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The Barometer of Influence

"Effect size represents the magnitude of the impact a given approach has." pg. 6

Impact of High Effect Size

- Effect Size of 1 is one standard deviation above the mean
  - Average student receiving the treatment would exceed 85% of students not receiving it
  - Improving learning by 50%
  - Translates to about 3 years of student achievement growth
- Difference between 5’3” and 6’
- It isn’t all about effect size

Laying the Groundwork for Visible Learning

"Visible learning requires that teachers understand which strategies and instructional routines are useful in which teaching situations"

Learning Defined: The Three Phase Model

- Surface
- Deep
- Transfer

Aspects of learning that transcend the three phase model of learning:

- Challenge
- Self-efficacy
- Learning intentions with success criteria

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Surface Learning

- Surface learning is the foundation for deep learning and the transfer that occurs at a later time
- Learning often ends at the surface level
- Teachers need to recognize when it is time to move forward
- Feedback is used to consolidate initial learning, determine if students are ready to move forward, or need additional time and practice

Connection to our work

- Problem Based Learning .15
- Cornell Notes .85
- Feedback .75
- Mnemonics .45
- Repeated Reading .67
- Direct Instruction .59

Deep Learning

- Deep learning requires students to possess resiliency and to overcome challenges
- Learners who are resilient are able to come back from failures
- Students need tools and strategies they can use to move forward
- Students understand who they are as learners, what the task demands are, what strategies can be leveraged to solve problems, and how to persevere

Connection to our work

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Teaching for Transfer

- "I am a change agent"
- Teachers make the learning happen
- To be a change agent, the teacher must witness student learning, reflect on student learning, and recognize that student progress tells us something about ourselves
- Assessment is essential and the majority of what is assessed is surface-level knowledge

Connection to our work

- Peer Tutoring 0.55
- Transforming Conceptual knowledge 0.85
- Problem Solving Teaching 0.61
- Classroom Discussion 0.82
- Repeated Reading 0.67
- Self-Verbalization and Self-Questioning 0.64
- Compare and Contrast New with Old Problems 1.23

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Determining Impact

How do we know when something is working?

- Determining impact involves the following four conditions:
  - Lessons should have clear learning intentions
  - Lessons should have clear success criteria
  - The success criteria indicates what quality looks like
  - Students should know where they stand in relation to the criteria for success
- Pre-assessment and Post-assessment are key to determine if learning occurred
- Response to Intervention
- Progress Monitoring

What Isn't As Effective

- Grade level retention -0.13
- Ability Grouping 0.12
- Matching Learning Styles 0.17
- Teaching test-taking and coaching 0.27
- Homework 0.29

Discussion

- What are you and your administrative team currently doing that relate to some of these practices?
- How do these strategies connect to your classroom walkthrough or evaluation tools?

Classroom Walks

- What do we see?
- What advise do we give?
- How does it connect to Hattie?
  - Cooperative Learning vs Individual 0.59 (so by using cooperative learning we can increase outcomes by greater than expected potentially more than a year)
  - Feedback 0.73 (formative feedback from teachers to students can be almost as much as a year and a half)
  - Teacher clarity 0.75 (by connecting students daily work to the big picture and having clarity of instruction to get there we can have gains around a year and a half)
  - Formative evaluation to teachers 0.68 (A leaders feedback to teachers can lead to gains between a year and a year and half)

SpringBoard and Pre-AP in the Classroom

Rigorous instruction operates within, but at the outer edge of student's ability to master the content as evidenced by the standards.

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SpringBoard and Pre-AP in the Classroom

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Rigor is evidenced by...

Content

Rigorous learning material requires students to be active, not passive. It requires perseverance and discipline, as it asks students to use critical and creative thinking skills and background knowledge to impose meaning and reach understanding...material will have at least one of the following four characteristics: implicit meaning, ambiguity, layers, or complexity. R. Jackson (2011)

Instruction

A teacher's role is not so much to teach as it is to arrange for learning. That is, a teacher's essential responsibility is to ensure that students learn, and to design (or select or adapt) learning activities such that students learn important content. C. Danielson (2007)

Assessment

A rigorous assessment meets three criteria: (1) it measures thinking skills rather than factual recall, (2) it sustains or reinforces rigorous engagement by asking students to think in highly rigorous ways, and (3) it asks students to apply what they have learned to real-world or unpredictable situations. R. Jackson (2011)

Feedback

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Additional Questions?

Thank You.

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