



Developing Improvement Systems that
Support Deeper Learning for All

NCLB Theory of Action

If we focus on school achievement, educators and policymakers will improve education

Strategies

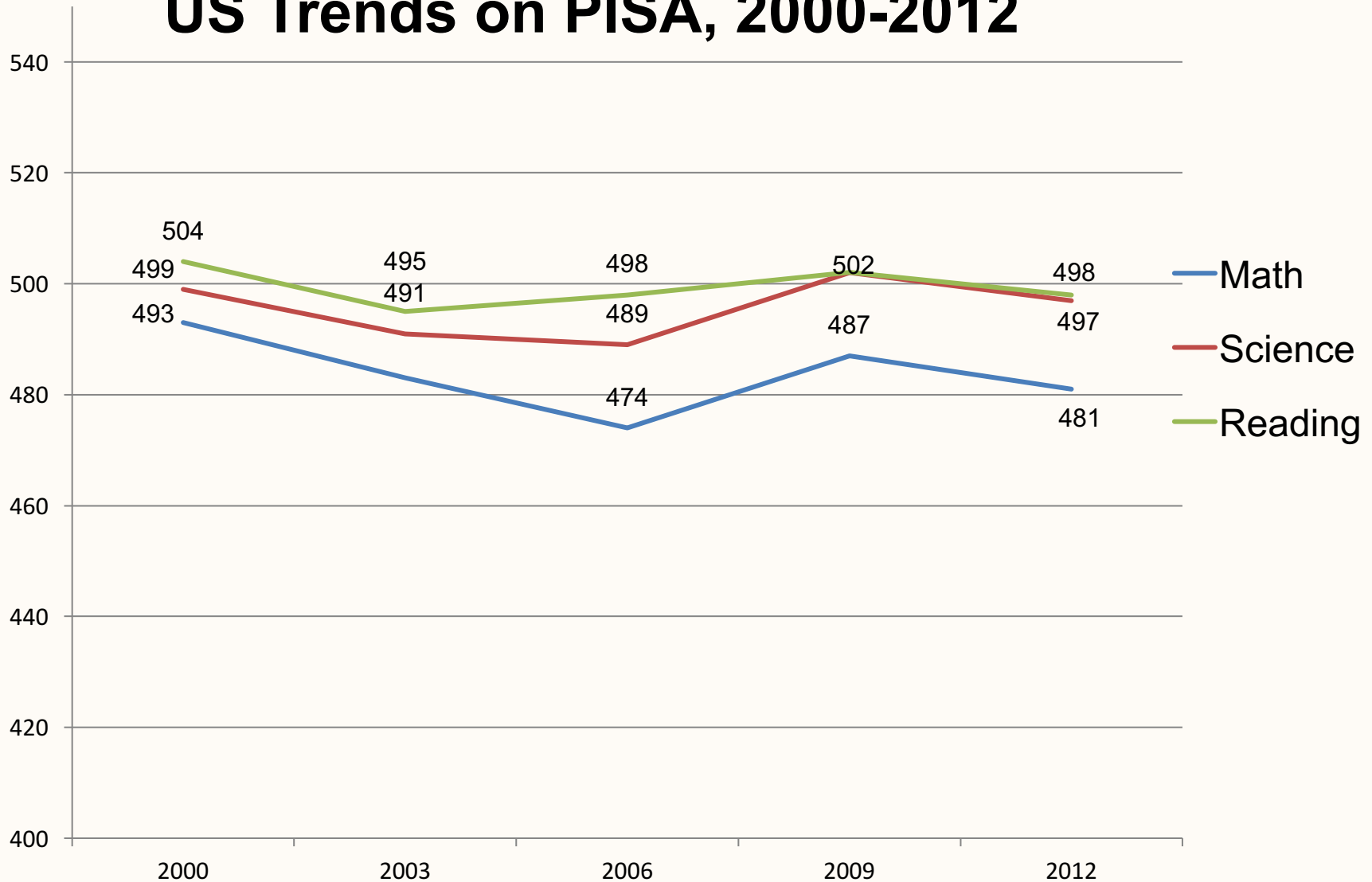
- Require Annual Testing
- Set Targets for Improvement
- Identify Schools that Fail to Meet all Targets
- Implement School Consequences

Under Waivers

- Tie Test Scores to Teacher Evaluation

What Were the Outcomes?

US Trends on PISA, 2000-2012



Why Didn't Deeper Learning Outcomes Improve?

- State Tests Focused on Low – Level Skills
- No Incentives for Enriching Curriculum
- Drivers of Achievement Were Invisible
- Mandated Solutions Often Unhelpful
- Focus on Schools & Teachers Left Important Factors out of the Mix
 - Growing Poverty, Homelessness
 - Inequality in School Resources
 - State / district policies

A New Approach Theory of Action

If we focus on what matters for learning,
and require attention to continuous
improvement, education will improve

Strategies

- Encourage a dashboard of indicators reflecting
 - Student success
 - Engagement
 - Opportunities to learn
- Develop systems for school review and expectations for continuous improvement
- Create supports for learning and capacity building



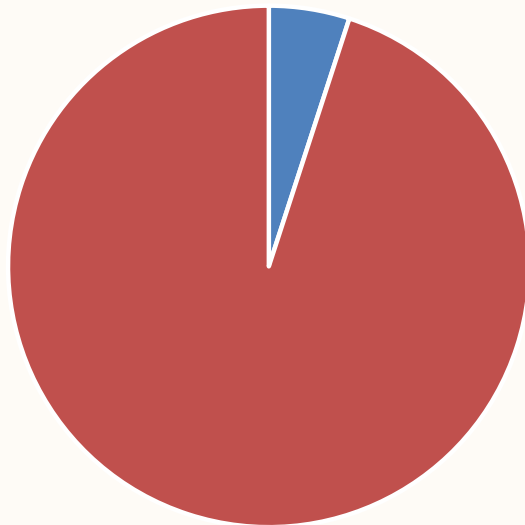
Different logics about how to help schools improve

Focus on identifying and fixing “low performers” and helping them to “measure up”

Goal = finding and improving bottom 5%

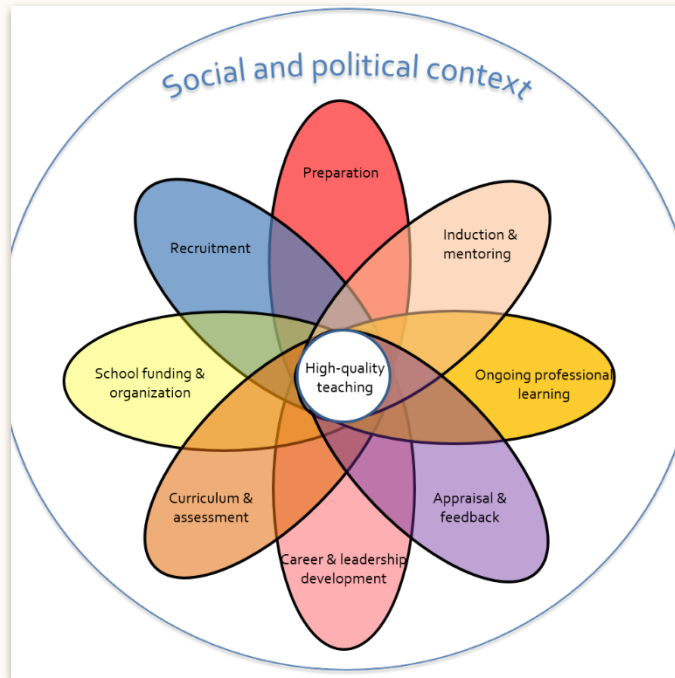
Focus on continuous improvement by all schools, belief that the “next level of work” is different in different schools

Goal = providing information for diagnosis and opportunities for focused improvement



■ CSI Schools ■ All the Rest ■ ■

Key Questions for States: Are We...



Building a System?

or

Managing Procedures for
identification and intervention?



Intervening after Failure has
occurred?

or

Enabling Success?

What must the system include?



If we were to build a wall at the top of the cliff to prevent failure, what kind of a system would we build?

Adequate resources

- School & Preschool
- Health; social supports

Adequate staffing

- Knowledge & skill (preparation)
- Continuity (retention)

Curriculum & assessment tools

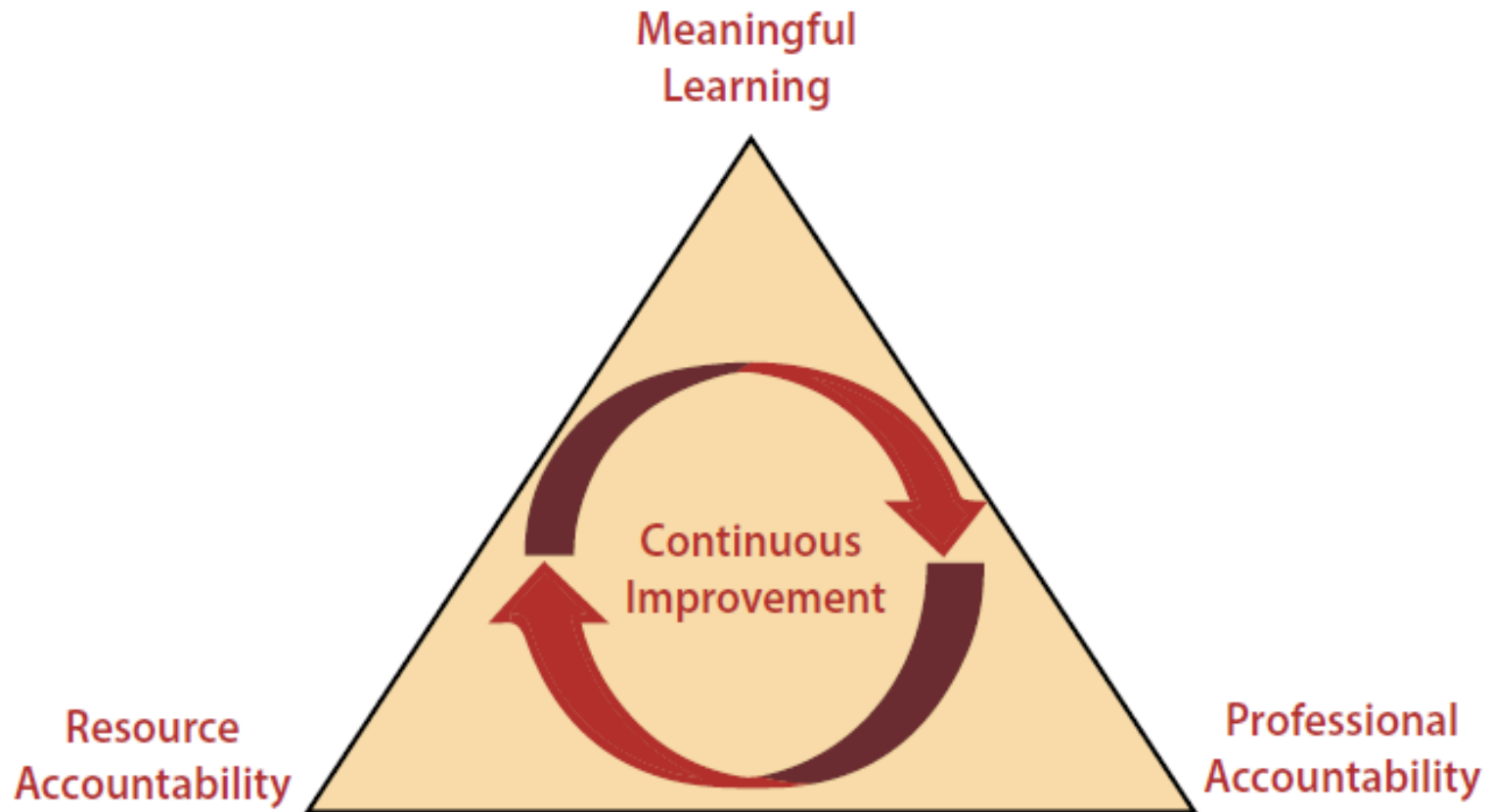
- Focused on deeper learning
- High-quality and readily available

Instructional supports

- High-quality, universally available PD
- Expert mentoring, coaching
- Social, emotional, & academic
- Supportive of diverse learners

School redesign supports

Leadership development



Key Elements of an New Accountability System

Next Steps

- What to Measure?
 - to promote meaningful learning
 - to promote greater equity
- How to Measure?
- How to Use the Data?
- How to Support Improvement?

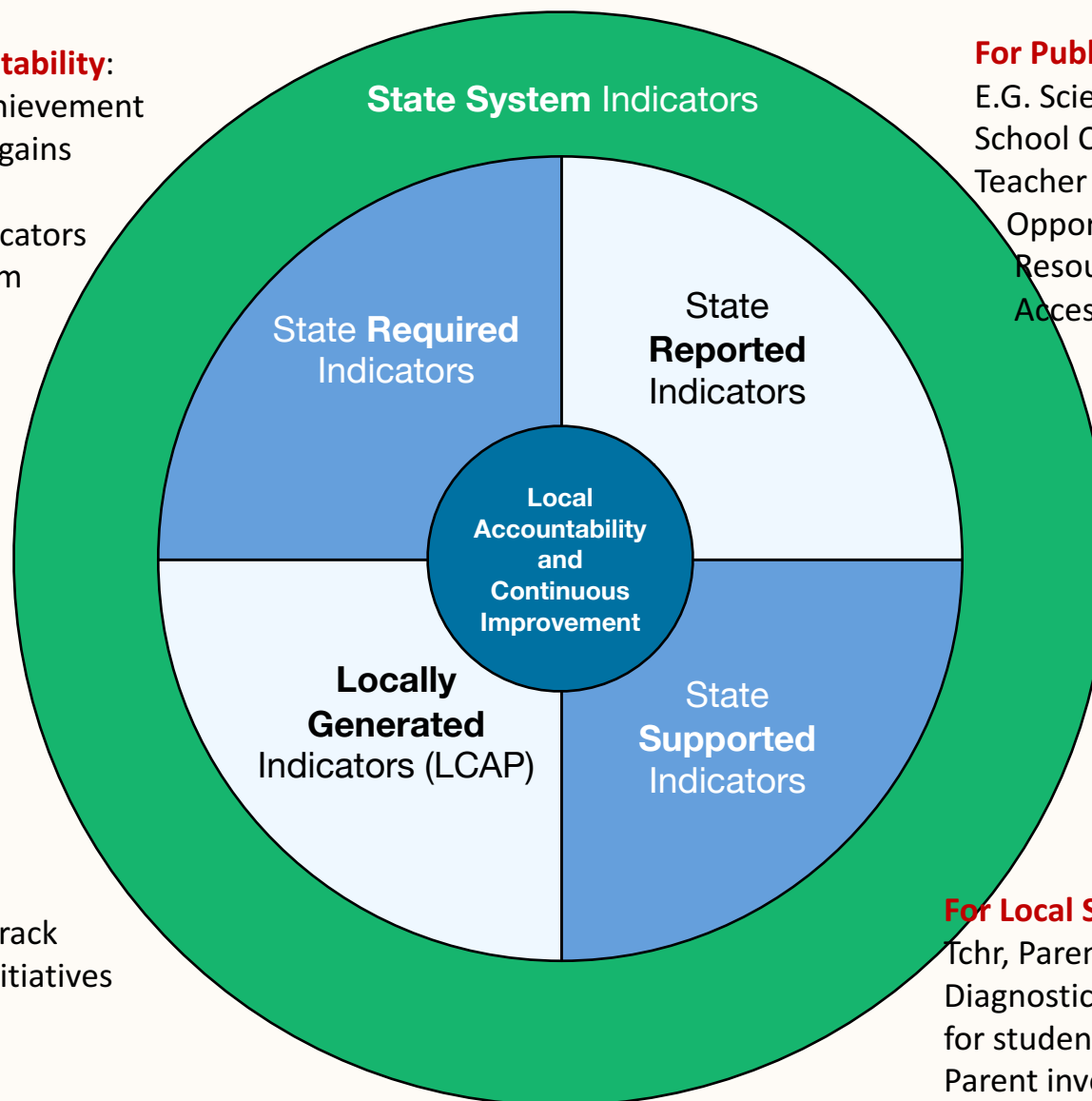
A Multi-Tiered Data System Can Support Reform

For Federal Accountability:

E.G. ELA / Math Achievement
English proficiency gains
Graduation rates
College/Career Indicators
Chronic absenteeism
Suspension rates

For Public Monitoring:

E.G. Science results
School Climate Indicators
Teacher Qualifications
Opportunities to Learn
Resources
Access to a full curriculum



For Local Tracking:

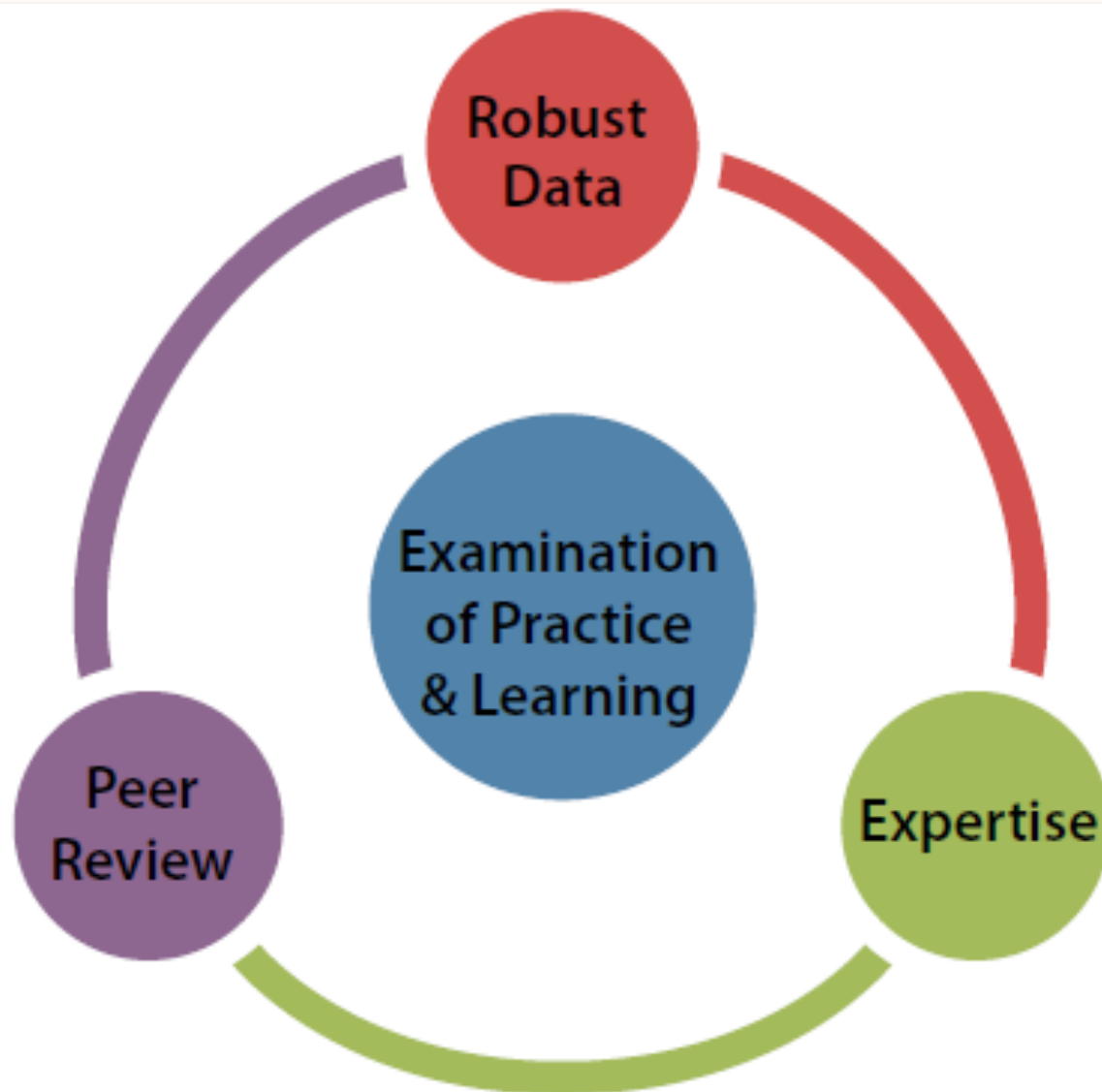
Locally selected
indicators used to track
progress on local initiatives

For Local Support:

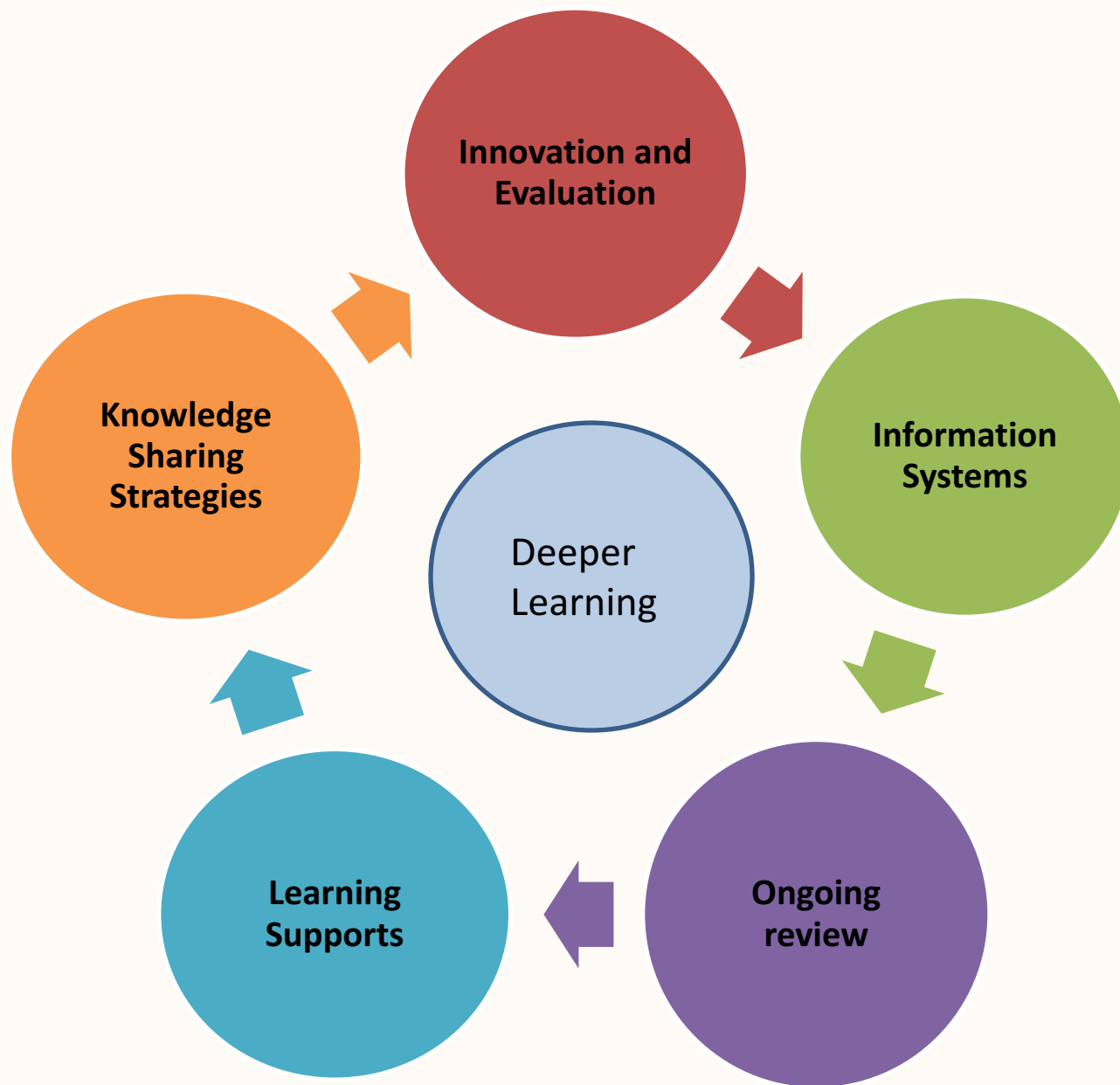
Tchr, Parent, Student Surveys
Diagnostic assessment tools
for students, schools
Parent involvement
measures

Using Data for Improvement

- School / District annual review in the context of planning and goal-setting
- Regional / State review to examine trends (locally and statewide), flag concerns, identify successes to document and emulate
- Identify districts / schools for needed intervention
 - Diagnostic review
 - Supports for strategic changes



School Quality Review



Elements of a Continuously Improving System

Supports for Ongoing Improvement

- **Learning supports:** PD infrastructure for
 - training mentors, coaches, and leaders
 - developing instruction for new standards
- **Knowledge sharing:**
 - Assemble practical research and exemplars on key problems of practice
 - Support schools & districts in sharing their successes and learning
- **Evaluation and integration:**
 - Study major initiatives to guide implementation and future investments

Improvement Strategies

- Content collaboratives
- Teams of expert educators trained to work with struggling schools
- School pairs and networks for learning
- Trained curriculum coaches
- School redesign initiatives based on research and best practices



Inquiry-Based Professional Learning

Collaborative inquiry through professional learning communities and networks

- Content based; focused on content pedagogy
- Lesson study
- Action research
- Peer observation and coaching
- School-wide / cross-school authentic assessment

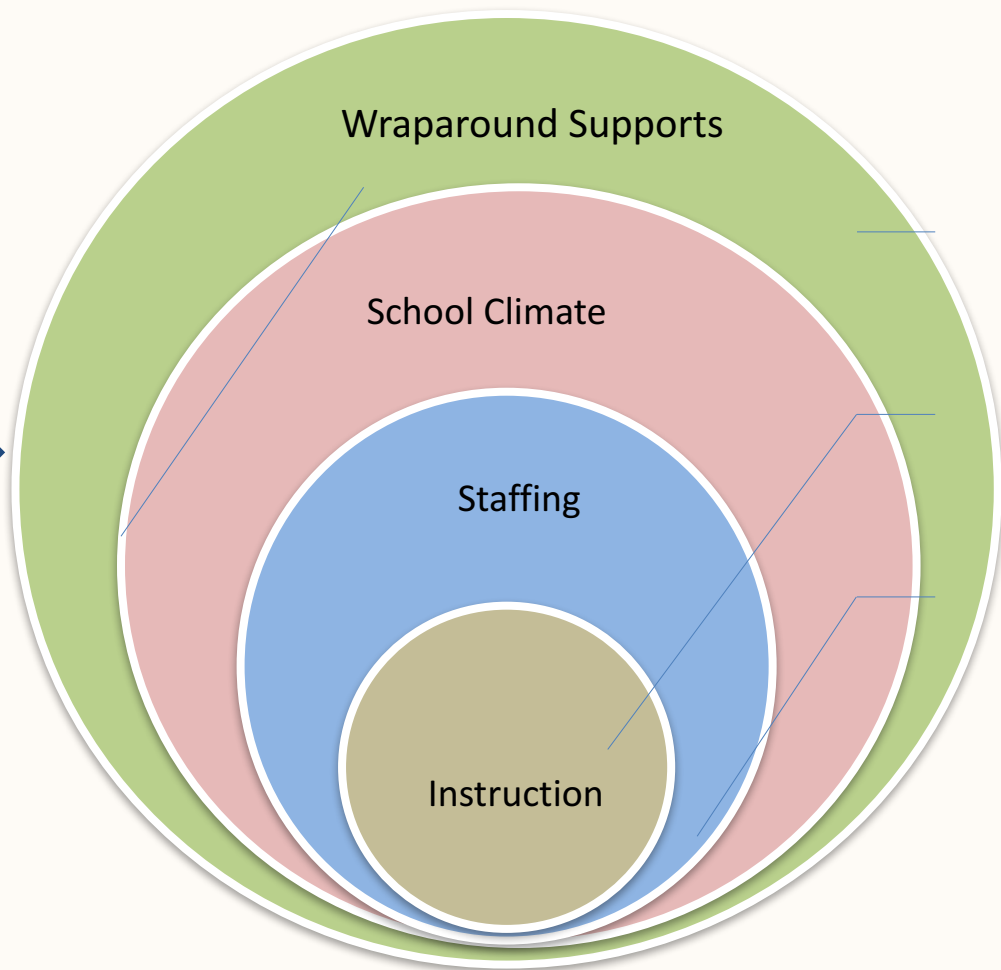


Data

- State Data – Outcomes Opportunities to Learn Resources & Needs
- Local Tools (e.g. Surveys, Analysis of Student Work)

Diagnostic Tools
& Process

Needs
Assessment



Learning Supports & Professional Learning Communities

Building Capacity for Improvement

9 low-performing, high turnover schools in Chattanooga (Hamilton County, TN). The Benwood initiative provided:

- \$5000 bonuses to attract “highly effective” teachers
- New principals
- Leadership program for teachers
- Teachers funded for masters’ degree in urban education
- Teacher coaches
- Job-embedded professional development



What Happened?

- Reading proficiency levels increased from 12% of 3rd graders to 74% - 80% across the 9 schools.
- Comparable improvements occurred in math
- The largest student gains were produced not by the teachers who had been imported with bonuses but by existing staff who had become more much effective.
- An Education Sector report concluded:
“The Benwood Initiative was about much more than pay incentives and reconstitution; the district invested heavily in programs to train teachers, in additional staff to support curriculum and instruction, and in stronger and more collaborative leadership at the school level.”

A Coherent Approach (NH Task Force on Effective Teaching)

Preparation

- Strong partnerships & clinical training
- Reflective teaching

Induction: 3-5 years

- mentoring & collaborative learning

Professional development: “right drivers”

- Collective capacity building embedded in the work of teaching
- Curriculum and assessment development & use

Evaluation: professional growth plans

- Goal-setting, learning, multiple measures

Interventions or Transformations?



School Interventions That Work:
Targeted Support for Low-Performing Students

July 2017

- International High Schools
- Talent Development High Schools (strategic reading & writing project)
- National Writing Project Pathways Program

Transformed Schools Require a Vision



Schools that Successfully Prepare College and Career Ready Students Feature:

- Personalized Structures
- Rigorous and Relevant Instruction
- Real World Integration
- Culture of respect, responsibility, & revision
- Authentic Assessment that demands analysis and application

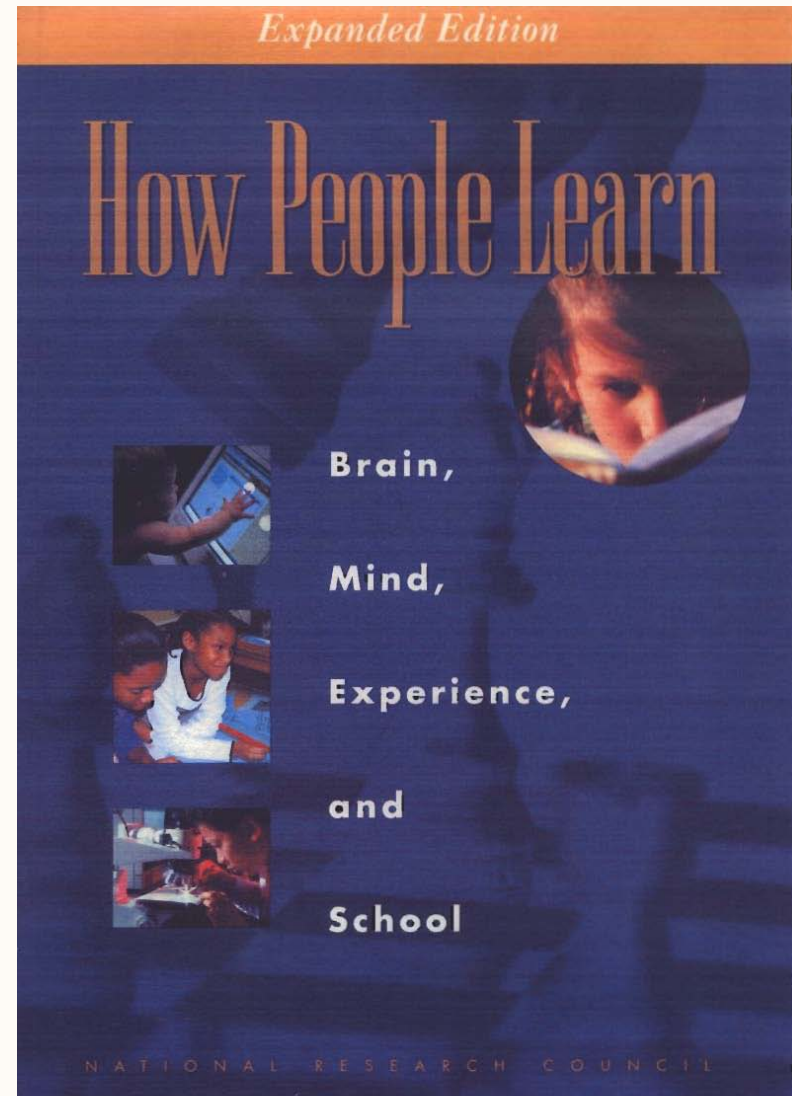


Not Just Any Model of Learning

Curriculum and assessments must be based on **research-based models of learning**

Adherence to outdated, naïve, and/or implicit notions of learning are an impediment to student success in the real world.

Bransford, Brown, Cocking (Eds.). (1999). [How People Learn: Brain, Mind, Experience, and School](#). National Research Council (in the process of being updated).



Supporting Deeper Learning for Students

- **Modern theories of learning** make clear that developing **deep understanding** is necessary to facilitate **transfer**.
- Students cannot develop deep understanding unless they are provided **multiple and varied opportunities** with both **learning** and **assessment tasks**.



The assessments used to **evaluate student mastery** of the PACE competencies in NH are designed to **embody** rich learning goals.

PACE Example: Middle School Solar Cooker

Essential Question: How is energy transferred between places and converted between types?



- You are working for a company that wants to find affordable and environmentally-friendly ways to reduce the need for wood and charcoal when cooking.
- You have been tasked to create a device that uses renewable energy.
- You and a group will research, design, build, and test a solar cooker, applying everything you have learned about energy this past quarter.
- Your final goal is to change the temperature of a cup of water.



Bloom's Taxonomy

ESSA (2015) Testing Changes

- Tests must include “multiple up to date measures of student academic achievement, including measures that assess higher order thinking skills and understanding, which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks”
- Tests may be a single summative assessment or may be “multiple statewide interim assessments that result in a single summative score”
- States may apply for innovative assessment pilots

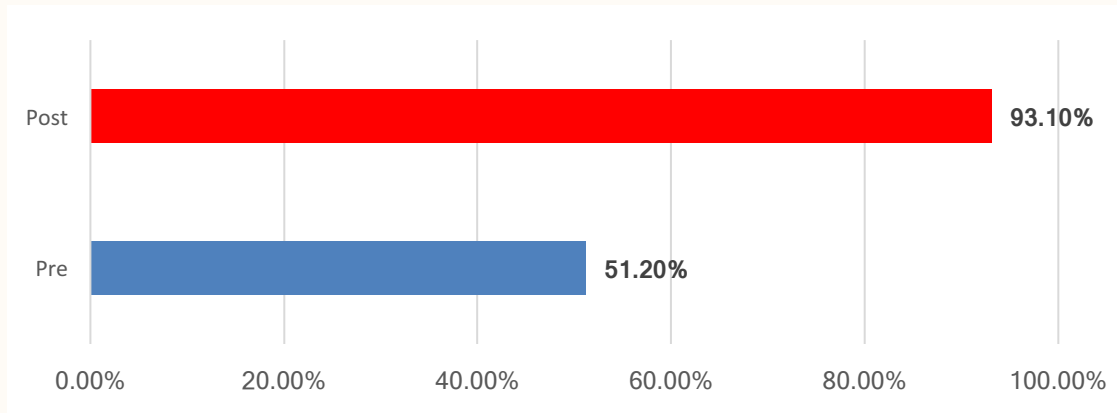


Building Educator Assessment Literacy (BEAL)

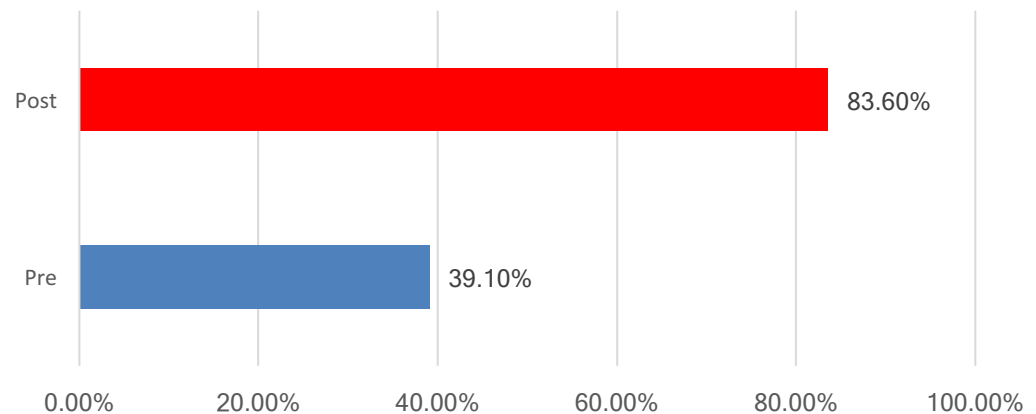
WestEd and SCALE

CA, IA, NH, HI

I am familiar with criteria for high-quality performance assessment.



I feel that I have had sufficient professional training to support the shift to the Smarter Balanced Assessment.



After the Scoring Sessions

- 88% “Scoring student responses to the SBAC Performance Tasks deepened my understanding of the State Standards.”
- 97% “Scoring student responses to the Smarter Balanced Performance Tasks deepened my understanding of the assessment System.”
- 96% “This training helped me think about ways to enact curriculum-embedded performance assessment with my students.”

Impacts on Practice

- **Increased confidence in the new instructional shifts in practice**
 - “We are moving in the right direction as a education system! I am very excited and rejuvenated as an educator after the drill and kill years of NCLB. I can finally teach real skills students will use.”
 - “Performance tasks are a better way to authentically assess what students know and give teachers the ability to understand how they think about the mathematics in context.”
- **Improved capacity to prepare students**
 - “This experience has dramatically impacted my future instruction.”
- **Demand for more training**
 - “This was probably the most productive professional development I have attended in my 13 years of teaching. I think it would be great to offer it again and involve more districts if possible.”