

FROM THE LENS OF THE PRACTITIONER: A VIEW FROM COBLESKILL-RICHMONDVILLE

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**BRINGING SCHOOL
REFORM TO SCALE**

FIVE AWARD-WINNING URBAN DISTRICTS



Heather Zavadsky

Foreword by Thomas Fryzant

CURRICULUM AND ACADEMIC GOALS

- ✘ Create a clear and specific curriculum by mapping backwards
- ✘ from the end point to the beginning point.
- ✘ Communicate curriculum system-wide; support and monitor
- ✘ implementation.
- ✘ Create benchmark or quarterly assessments to monitor
- ✘ mastery of the curriculum as often as possible.
- ✘ Align school and academic goals and keep them few in
- ✘ number.

STAFF SELECTION AND CAPACITY BUILDING

- ✘ Hire and retain the right staff through comprehensive and streamlined HR processes.
- ✘ Provide staff with multiple supports.
- ✘ Provide instructional supports directly in the classroom.
- ✘ Encourage collaborative work.
- ✘ Maintain stable leadership.
- ✘ Train district and school leaders on curriculum and instructional strategies.
- ✘ Create leadership opportunities and consider how to distribute leadership throughout the system.

INSTRUCTIONAL PROGRAM, PRACTICES AND ARRANGEMENTS

- ✘ Select, pilot and monitor programs through a structured process informed by data.
- ✘ Tie program selection to district and school goals.
- ✘ Provide programs that can address diverse student needs.
- ✘ Implement instructional strategies that focus on higher level thinking skills and increase academic rigor

MONITORING, ANALYSIS AND USE OF DATA

- ✘ Build a comprehensive data management system that is easily accessible.
- ✘ Provide adequate training on data-use.
- ✘ Consider adopting a structured walkthrough process.
- ✘ Provide a tool or process for analyzing all monitoring systems at different levels.
- ✘ Build a culture of trust that uses data to inform decisions and instruction.

RECOGNITION, INTERVENTION AND ADJUSTMENT

- ✘ Provide an array of interventions to support struggling schools, teachers, and students.
- ✘ Focus interventions with prevention in mind.
- ✘ Use as many “in-school” interventions as possible.
- ✘ Align out-of-school interventions with the regular instructional program.
- ✘ Measure interventions throughout the school year as well as at the end of the year.

STAKEHOLDER ENGAGEMENT

- ✘ Consider meaningful ways to involve various external and internal stakeholders.
- ✘ Keep stakeholders informed.
- ✘ Be sure work with stakeholders is well-coordinated with district and school goals and messages.
- ✘ Consider long-term sustainability when engaging with external stakeholders.

WHAT DISTRICTS CAN DO

- ✘ Examine practices through the framework themes and levels.
- ✘ Adopt a long-term focus that includes high standards.
- ✘ Focus on doing a few things well.
- ✘ Monitor constantly to assess progress towards goals.
- ✘ Build supports for sustainability.
- ✘ Use a customer-service approach.
- ✘ Use a model or conceptual framework to organize systemic reform.

THE BEGINNING...

- ✘ SiNi Designation
- ✘ QUIP Process
- ✘ Focus Designation
- ✘ SCEP Development
- ✘ District Review with SESIS, Supervisor

INITIAL STRATEGIC PLANNING

- × 1003(a)
- × 1003(a) STEM/Leadership
- × RTTT Funds
- × Replication Grant
- × Demonstration Grant

SUMMER OF '13 – 5 DAY PROGRESSION

✘ Day One:

- + Network Team Leader, Asst. RIC Director, Data Coach
- + Superintendent
- + Principal
- + EVERY GMS Employee

Realization

The Change Imperative for Deepening District-Wide Reform



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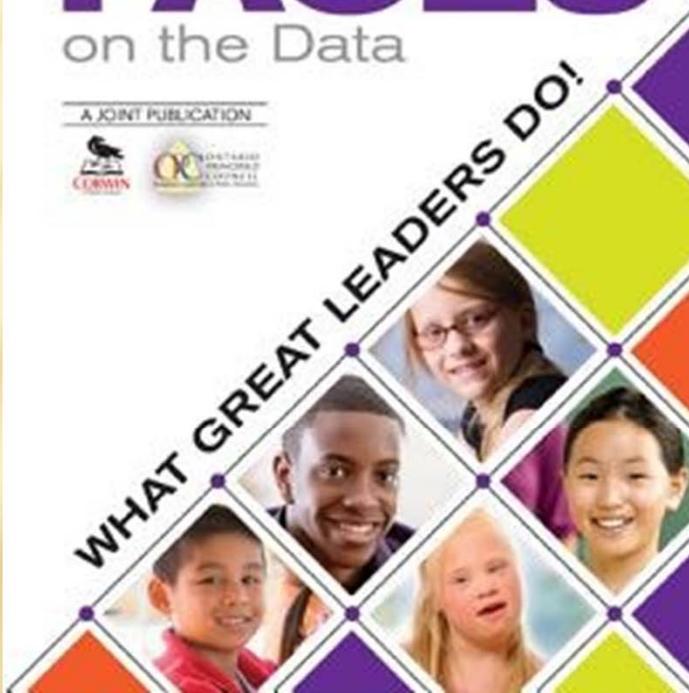
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WHAT GREAT LEADERS DO!



AREAS OF FOCUS

- ✘ Reflect Upon Vision
- ✘ Rewrite Mission statement using few words
- ✘ Review/Introduce Data Dashboard tool
- ✘ Review/Introduce Plan-Do-Study-Act
- ✘ Revisit Expectations for use of Team Time
- ✘ Identify Resources available, and continually seek reflection upon needs

DEVELOPMENT OF...

- ✘ Team protocols for data analysis
- ✘ Team templates for capturing meeting progress
- ✘ Targets for progression of learning via pd days as well as team meetings, faculty meetings
- ✘ Processes for utilization of multiple data points (NWEA, State assessments, F & P data, Language Arts Folders, Student portfolios)
- ✘ Plans for utilization of monthly data and math coach
- ✘ Plans for utilization of Literacy Coach

SIMULTANEOUS SUPPORTS

- ✘ Teacher leader development progression
- ✘ Demonstration Grant support via NYSUT Education Learning Trust
- ✘ Video as a reflective Tool
- ✘ Release time via Title IIA
- ✘ Classroom visitation via Title IIA
- ✘ Book Studies
- ✘ Technology tools for team efficiency

CURRENT AREAS OF FOCUS BASED ON FEEDBACK FROM PROCESS THUS FAR

- ✘ Special Education processes
- ✘ Coherent/Cohesive Curricula
- ✘ Rigor/Deep learning for all
- ✘ Student Goal Setting/Student Ownership
- ✘ Reflection based upon student work
- ✘ Formative & summative assessment

DISTRICT IS KEY FOR REFORM TO SCALE (WE HAVE WORK TO DO AS A DISTRICT)

- ✘ Coordinate planning, communication, resources, and support across the system
- ✘ Create collective ownership and accountability for student progress
- ✘ Create an aligned coherent educational program
- ✘ Create consistency for mobile student populations
- ✘ Create system equity
- ✘ Reform moves beyond one great teacher, principal or school

SYSTEMS APPROACH

- ✘ Creates alignment.
- ✘ Connects the K-12 “pipeline.”
- ✘ Supports highly mobile students.
- ✘ Generates improvement beyond one teacher, classroom, and/or school.
- ✘ Increases communication, efficiency and supports.

“School system instead of a system of schools”

-Tom Payzant

COMMON REFORM CHALLENGES

- ✘ Lack of focus and alignment
- ✘ Layering on solutions
- ✘ Failure to monitor and manage reform
- ✘ Lack of long-term planning
- ✘ Poor communication
- ✘ Deficit mind-set
- ✘ Unclear or unbalanced decision-making structures;
centralization vs. decentralization.

C-R CHALLENGES

- + Initial
- + Intermediate
- + Anticipated

QUESTIONS???

Reflections...