

Putting
FACES

on the Data



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Niagara Catholic

November 22nd

2012

WHAT GREAT LEADERS DO!



Today's Outcomes

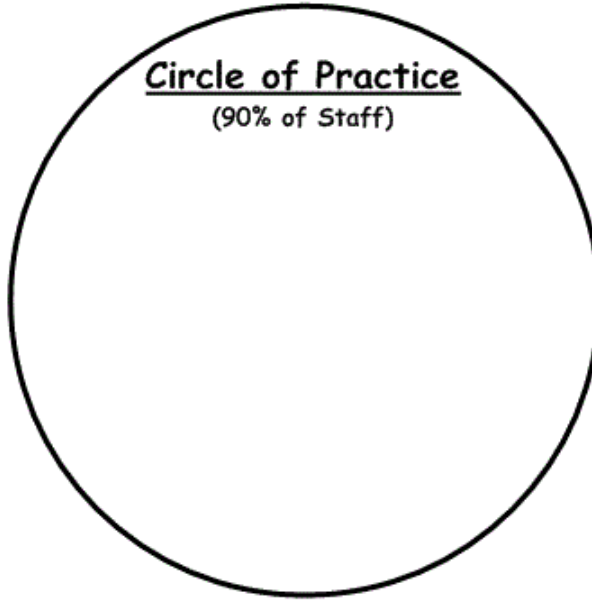
Time to reflect on:

- How will you support staff in increasing all students' achievement – given the research presented today?
- What additional PL do you need to do the work and where can you go for it?
- What commitment to action will you make as a lead learner?

Circle of Practice & Next Steps

**F
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Circle of Practice
(90% of Staff)

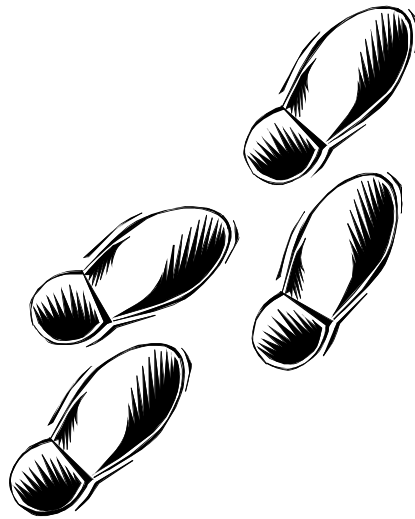


How do we get the outside to the inside?



Questions:

What 2 or 3 questions do you want answered by the end of our time together?



Do you know where/who these students are in Niagara Catholic?

	Below Standard		
	Reading	Writing	Math
Grade 3: 1,562	484	265	437
Grade 6: 1,566	328	328	595
Grade 9 Applied: 459			261
Grade 9 Academic: 1,266			227
Grade 10 OSSLT: 1,846	258		



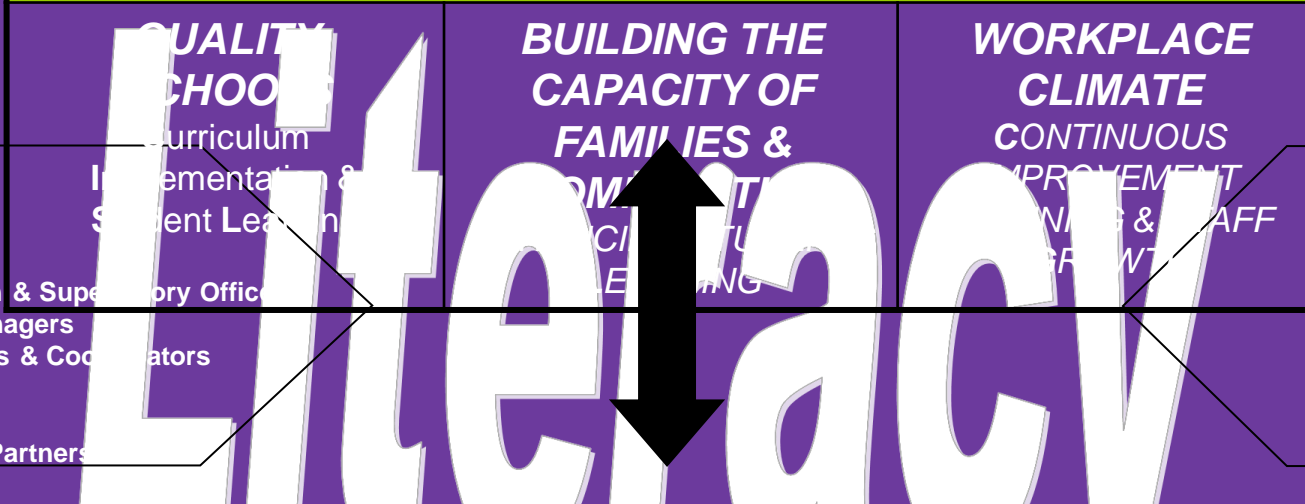
Conceptual Framework For Planning in the York Region District School Board

MISSION, VISION AND VALUES

We unite in our purpose to inspire and prepare learners for life in our changing world community.

YRDSB PLAN FOR CONTINUOUS IMPROVEMENT

through cooperative planning and decision - making



Alignment of Roles & Responsibilities

- Trustees
- Senior Administration & Supervisory Officers
- Administrators & Managers
- Teachers, Consultants & Coordinators
- Support Staff
- Students
- Parents/Community Partners

Alignment of:

- Resources
- Processes
- Services
- Technology
- Partnerships

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CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO STRATEGIC PLAN 2010-2011

Walking in good company, we believe in...

Achieving Literacy for All

- practice our shared belief that all students can reach high standards in literacy given sufficient time and support
- deepen the focus on universal design and differentiated instruction as effective and interconnected ways of meeting the learning needs of all students
- deepen the focus on co-teaching as an effective strategy to build teacher capacity and improve student achievement and success
- refine the use of the gradual release of responsibility model, to deepen levels of reading comprehension and critical thinking
- model appropriate problem solving strategies and provide students with multiple opportunities to apply their learning, so that students engage in meaningful mathematical discourse and activities that are authentic and relevant to daily life
- sustain and extend learning opportunities for learners to achieve their unique individual goals on their journey towards a meaningful graduation outcome
- engage parents, families and the Catholic community in collaborative and reciprocal relationships for the purpose of intentionally improving student achievement

Living our Catholic Faith

- provide service in Religious and Family Life Education that is designed to assist students and staff to deepen their understanding of our Board theme:
We walk in good company!
 - ensure the delivery of quality Religious and Family Life Education and Catholic Character Development Curriculum throughout the Board
 - provide the essential resources for school communities to fully explore and bring to life the seasons of the liturgical year
 - create inclusive environments in our school and Board communities where all students and staff feel safe and valued
 - promote the use of Catholic Professional Learning Communities to support student learning and achievement, and the faith development of all staff
 - build and maintain strong relationships with all our partners in Catholic education to enhance learning opportunities for students

Making Resources Matter

- promote a healthy working environment which respects the dignity and worth of every person while ensuring continuous improvement in service delivery, program provision, and staff growth, to support improved student achievement and success
- set priorities for the use of fiscal resources which are consistent with the Board's Vision and Mission statements, and in compliance with mandates and guidelines set out by the Ministry of Education
- follow up on recommendations received from the Ministry of Education Operational Review
- continue and actively pursue joint initiatives which facilitate the optimal use of resources
- provide transparency and accountability with regard to the allocation of resources through the establishment of internal and external audit committees, and through the provision of financial reports to the Board three times per year

Vision

Inspired by the teachings of Jesus Christ, we transform the world with justice and peace through Catholic education.

Mission

We proclaim our Catholic faith by nurturing and celebrating the hearts, minds, bodies and souls of our students. Learning through faith, living with hope, loving in Christ. Teaching wisdom, teaching love...Creating a world in God's image.



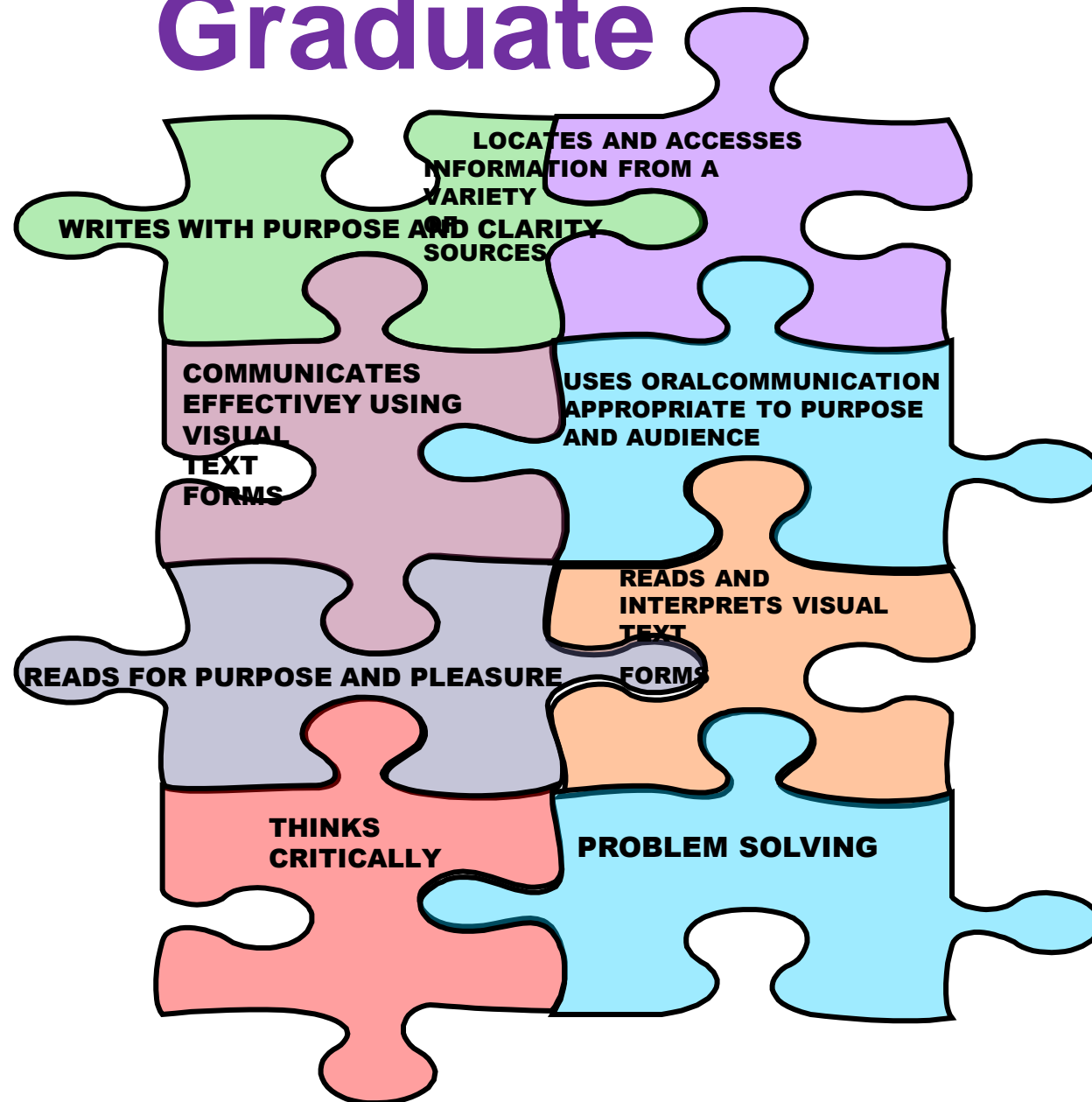
We define literacy as:

The development of a continuum of skills, knowledge and attitudes that prepare all of our learners for life in a changing world community.

It **begins** with the fundamental acquisition of skills in reading, writing, listening, speaking, viewing, representing, responding **and mathematics**.

It **becomes** the ability to **understand, think, apply and communicate** effectively in all subject and program areas in a variety of ways and for a variety of purposes.

The Literate Graduate



and Clarity



Communicates Effectively Using Visual Text Forms



Reads for Purpose and Pleasure



Thinks Critically

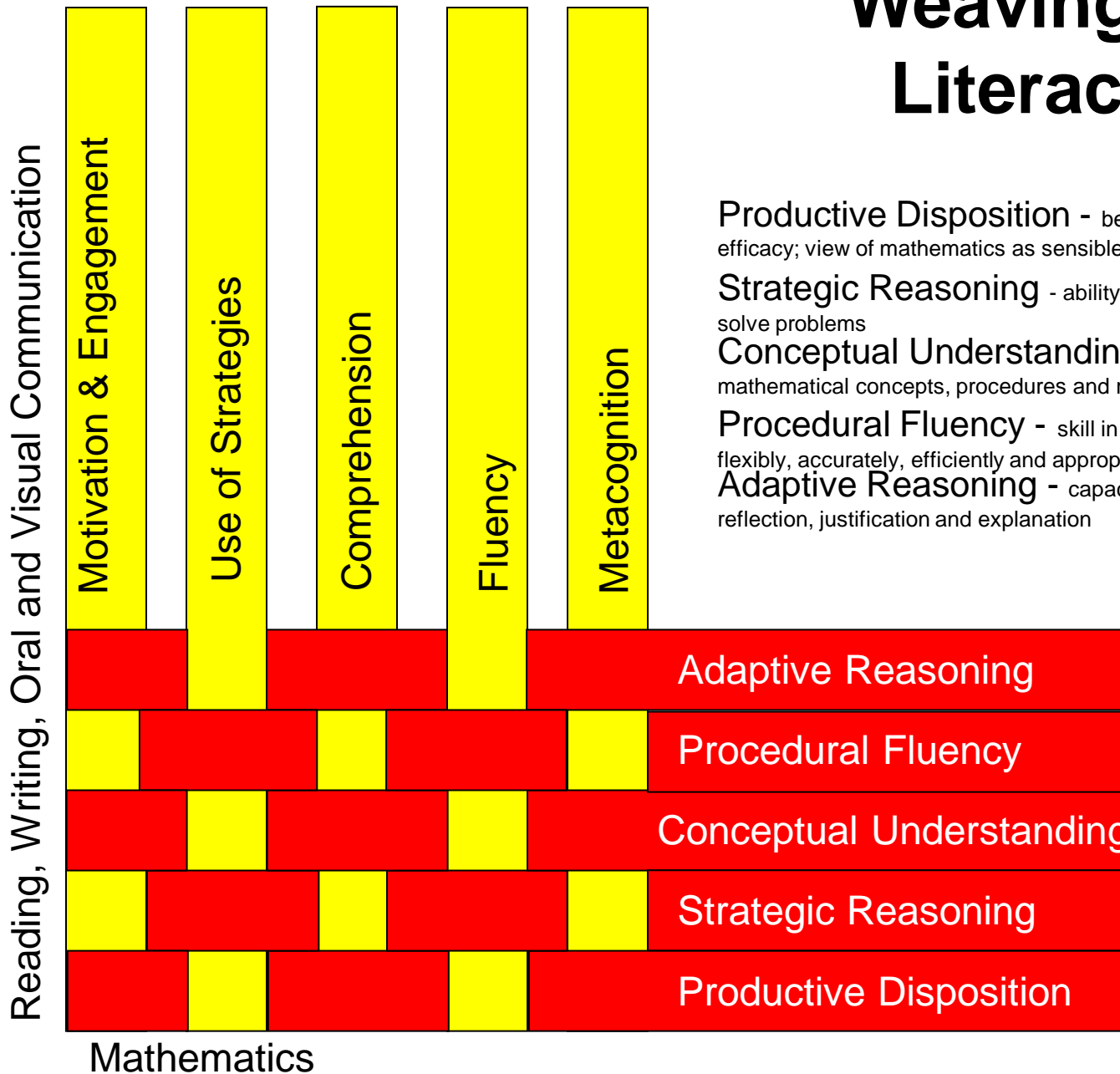


Locates and Accesses Information From a Variety of Sources



Uses Oral Communication Appropriate to Purpose and

Weaving the Literacies



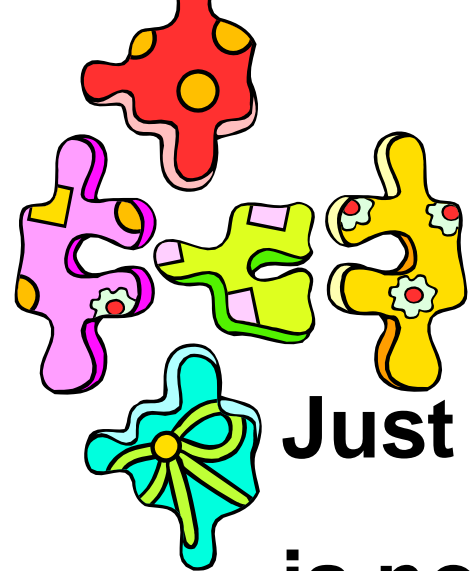
Productive Disposition - belief in one's ability and efficacy; view of mathematics as sensible, useful and worthwhile

Strategic Reasoning - ability to formulate, represent and solve problems

Conceptual Understanding - comprehension of mathematical concepts, procedures and relationships

Procedural Fluency - skill in carrying out procedures flexibly, accurately, efficiently and appropriately

Adaptive Reasoning - capacity for logical thought, reflection, justification and explanation

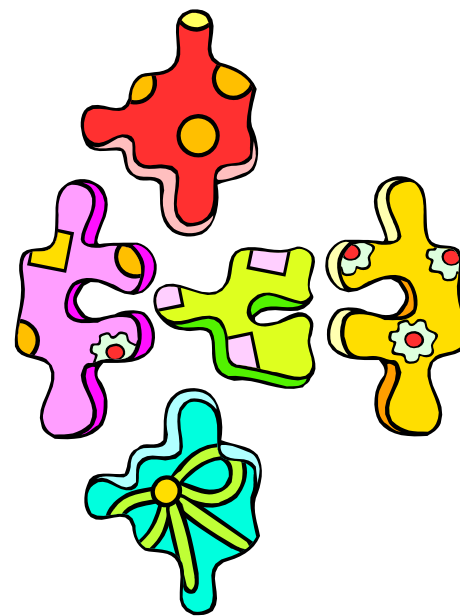


Just as reading without meaning

is not reading;

**mathematical skill without conceptual
understanding**

is meaningless.





“Literacy is everyone’s business”



Commitment to System Literacy Priority

1. Shared Beliefs and Understandings
2. Embedded Literacy Teachers
3. Daily, Sustained Focused Literacy Instruction
4. Principal Leadership
5. Early and Ongoing Intervention
6. Case Management Approach
7. Job-embedded Literacy Professional Development
8. In-School Grade/ Division/ Course Meetings
9. Shared Literacy Resources in Designated Area
10. Allocation of School Budget for Literacy Resources
11. Staff Commitment to Literacy Learning and Professional Development
12. Parental/Community Involvement in Supporting Literacy
13. Appropriate Literacy Instruction in All Areas of Curriculum

System Responsibility

- Collect, analyze, report and act on system data to inform professional learning (PL) needs
- forums for annual reporting of progress e.g., Literacy Learning Fair
- Provide ongoing literacy content and Continuous Improvement sessions for school teams
- Provide differentiated support for Intensive Support Schools based on their data
- Partner with external critical friends for research and professional learning
- Provide opportunities for going deeper through Literacy@School, Literacy Walks, Action Research, Lesson Study & learning networks



Making Connections

Site-Based Decision Making

- Use all data, including the annual report to set performance targets for SPCI (School Plan for Continuous Improvement)
- Prepare, and share with other schools and partners, the annual report on three LC outcomes
- Provide PL in literacy assessment and instruction based on LC sessions for all staff at staff meetings
- Establish membership in the literacy leadership team
- Provide grade teams with time for collaboration and reflection
- Clarify roles and responsibilities in response to school data

Lessons Learned Thus Far

- Importance of using the data to link assessment to instruction
- Key role of the administrator in the school-based literacy team
- Collaboration and leadership count
- Collaborative inquiry is moving us forward, e.g. action research teams, learning networks

Literacy Collaborative Outcome

Increase students' literacy achievement by:

- ♦ using data for instruction and selection of resources;
- ♦ building teacher and administrator capacity for literacy instruction for all learners; and
- ♦ establishing sustainable, collaborative learning communities within and among schools in the district.

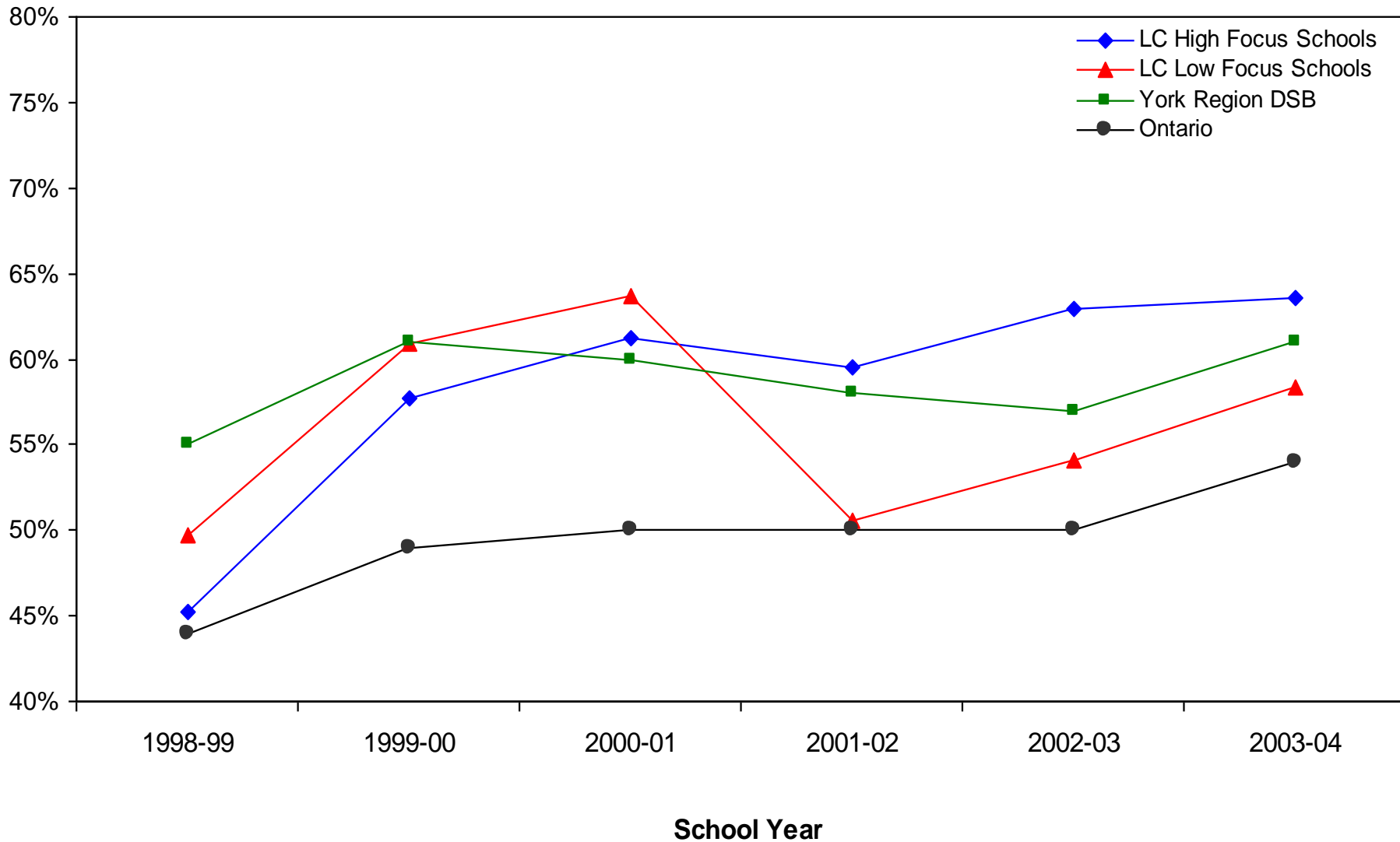


Questions We are Still Asking

- ♦ How does the system effectively support schools in using data to inform decision making?
- ♦ How does the system know what supports continue to be required for effective literacy instruction?
- ♦ How does the system benefit from the learning that happens at the site level?
- ♦ How do we embrace all learners in the move forward toward sustainable, second order change?

Reading

Figure 4. Grade 3 EQAO Reading: % of All Students at Levels 3 & 4





14 Parameters

F
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1. Shared Beliefs Understandings Among all Staff
2. Designated Staff Member for Literacy
3. Daily, Sustained, Focused Literacy Instruction
4. Principal as Literacy Leader
5. Early and On-going Intervention
6. A Case Management Approach to Monitoring Student Progress
7. Job-embedded Literacy PD



14 Parameters

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8. In-school grade team meetings as an example of collaborative examination of student work
9. Literacy Resources Located in a Designated Area
10. Commitment of School Budget to Literacy
11. Action Research: Staff Commitment to Learning
12. Parental Involvement in Supporting Literacy
13. Appropriate Literacy Instruction in all Areas of the Curriculum
14. Shared Responsibility and Accountability



X's and O's

The 14 Parameters are listed in your handout on 2 slides.

Together with a partner :

- Put an “X” beside those that demand instructional leadership expertise; and,
- Put an “O” beside those that signal changed classroom practice.

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F
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Realization

The Change Imperative for Deepening District-Wide Reform



Lyn Sharratt
Michael Fullan

Foreword by Kenneth Leithwood

A JOINT
PUBLICATION



DEPARTMENT OF
EDUCATION
OFFICE OF
EDUCATIONAL
POLICY AND
PRACTICE

Progressive Improvement from Modeled to Shared to Guided to Interdependent Practice!

F A C E S

- 1) **Modeled Practice**: (high leader support) defines the singularity of focus; focus articulated at every level; focus is talked and walked; talk a common language; model only “the best” is acceptable.
- 2) **Shared Practice**: (lowered leader support) teachers and administrators are active learners; come together to learn how assessment drives instruction; discuss data decisions and select teaching resources together.



Scaffolded Improvement from Modeled to Interdependent Practice!

F
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- 3) **Guided Practice:** (low leader support) Learners step forward taking greater control of the learning and leaders step back; embedded Professional Learning in schools and classrooms; making assessment and instruction public; creates precise and focused alignment in all schools; differentiated support for all; focus on all/every/each student.
- 4) **Interdependent Practice:** (high teacher-student-parent participation) District, schools and classrooms aligned in key messages and intentional actions focused on students and parents; succession planning of all positions to ensure “staying the course”; students use language of assessment for learning and can clearly articulate “how they learn”; targets are set and met for each student; “beliefs match practice and practice matches beliefs”.

Parameter # 1: Shared Beliefs and Understandings

F A C E S

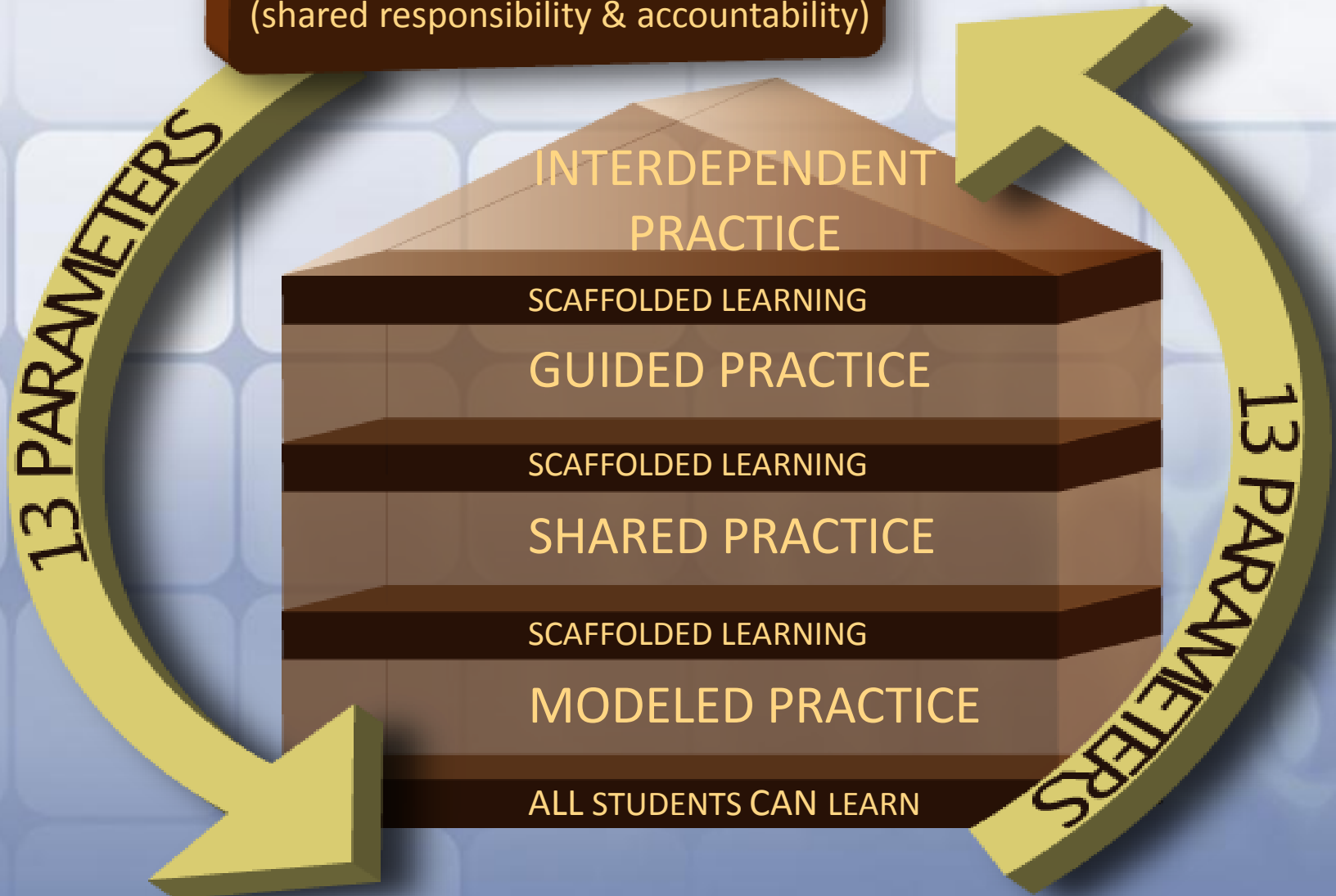
1. All students can achieve high standards given time and support
e.g., student engagement and student voice
2. High expectations and early and ongoing intervention are essential
e.g., support for all learners: each student in the classroom, including, English Language Learners and learners with Special Education needs
- 3. All teachers can teach to high standards given the right assistance
e.g., differentiated professional development
- 4. Teachers can articulate what they do and why they teach the way they do
e.g., data drives instruction: research-based and inquiry-driven

Adapted from Hill and Crevola, 1999

Finding the 14th Parameter

14th PARAMETER

(shared responsibility & accountability)



Percent increase in achievement of same students from 2004 – 2007

EQAO: Levels 3&4	Grade 3 2004	Grade 6 2007	% increas e
Reading	44%	90%	46%
Writing	40%	87%	47%
Math	50%	83%	33%



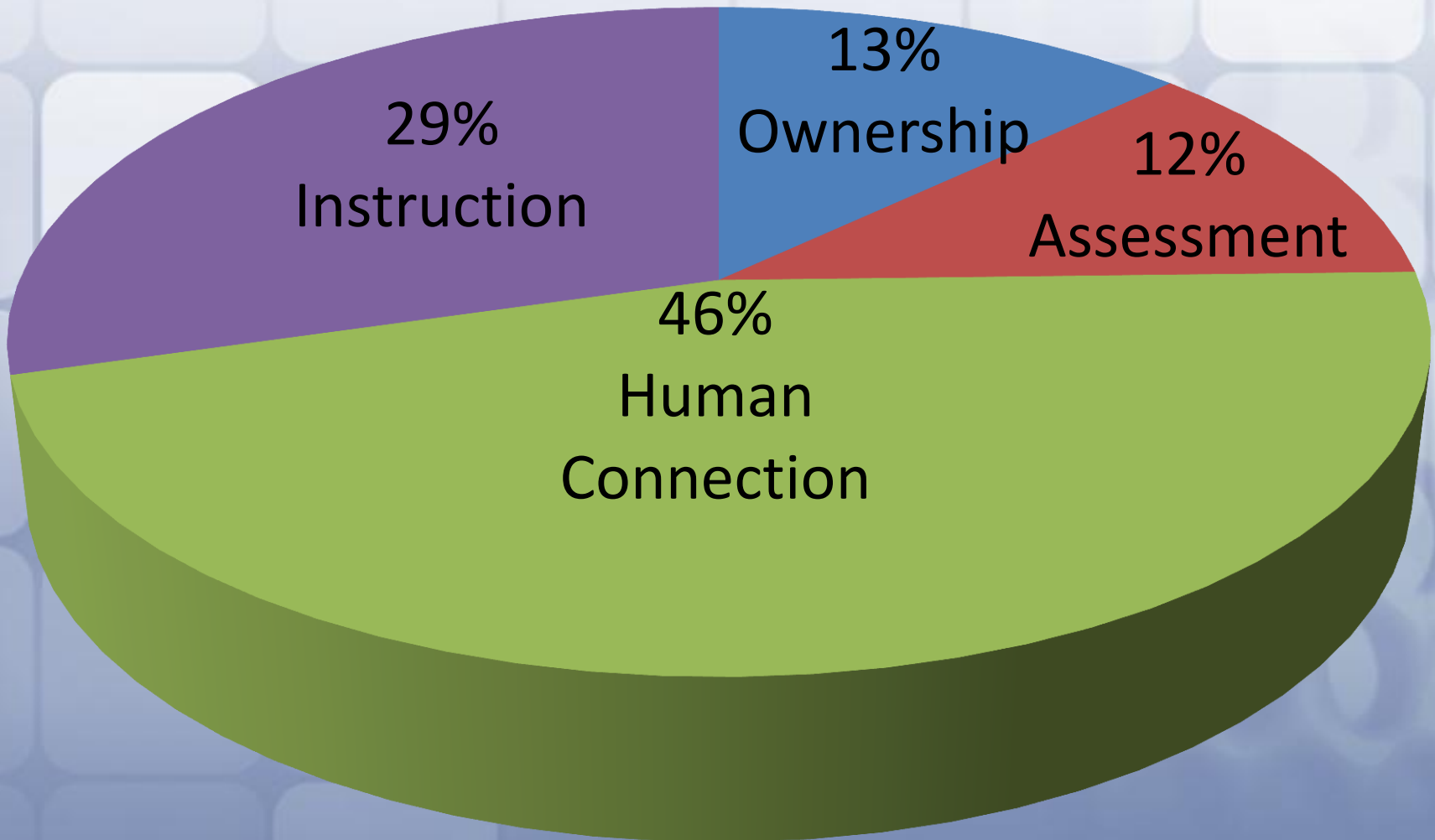
FACES

Where are your
“Luis”’? Do you
know what to do
with the Luis’ in
your schools?

507 Respondents Said... Why put FACES on the Data?

% Responses

■ Accountability ■ Assessment ■ Human Emotional Connection ■ Instruction



Putting **FACES**

on the Data

Chapters:

- 1 - Intro
- 2- Research
- 3- Assessment
- 4 - Instruction
- 5- Leadership
- 6- Ownership

WHAT GREAT LEADERS DO!



Our New Work: Putting the FACES on the Data – What Great Leaders Do!

F High-Yield Assessment includes:

- A**
- ❖ Formative and Summative (“for”, “as”, “of” Learning)
- C**
- ❖ Big Ideas, Learning Goals, Co-constructed Success Criteria, Strong and Weak Examples
- E**
- ❖ Data Walls
 - ❖ Descriptive Feedback
- S**
- ❖ Peer- and self-assessment
 - ❖ Individual Goal-setting

Assessment For and As Learning



Assessment Word Wall Definitions

Think – Pair - Share

Learning Goal

Assessment as Learning

Success Criteria

Assessment for Learning

Descriptive

Feedback

Assessment of Learning

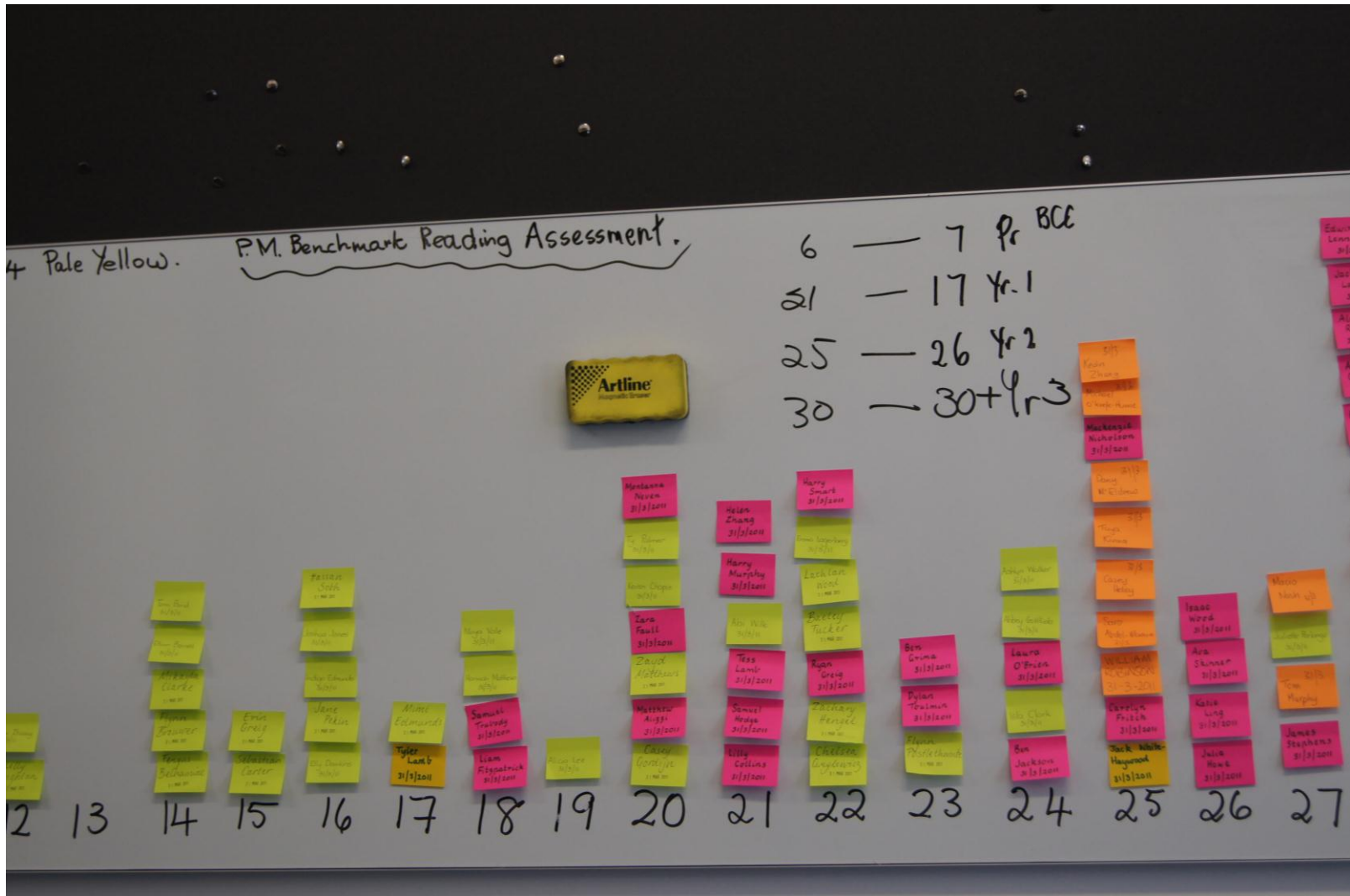
Strong and weak examples

Data Wall

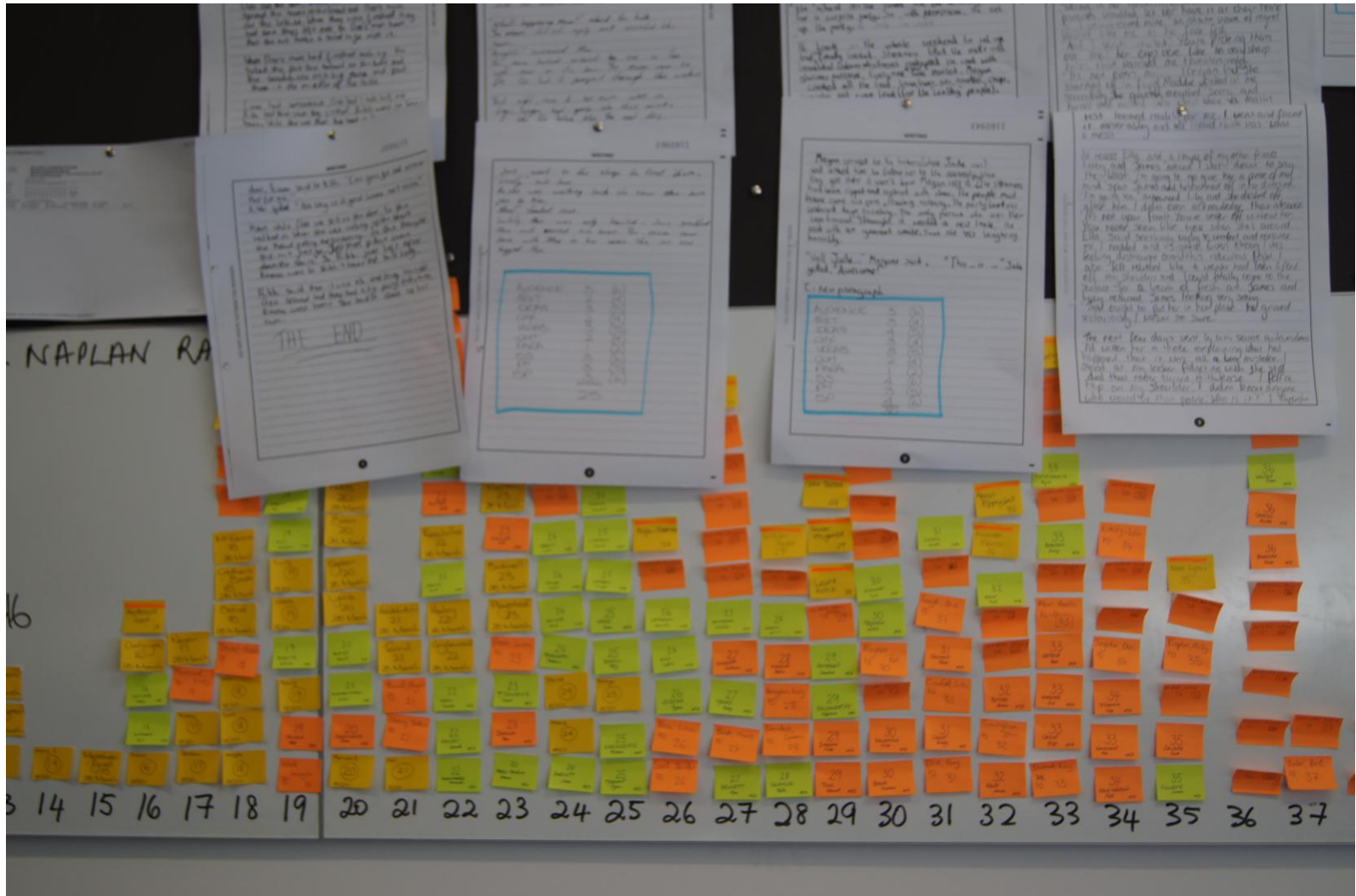
Anchor Charts

Case Management Diagnostic Assessment

Reading Data Wall



Writing Data Wall



F4
STAFF
LEARNING
CENTRE

communication using Open-ended Critical Questions and how do you know?

have you/we improved student learning in written communication using Open-ended C

FACES



8-3

[Redacted Name]

Subject	Very Narrow THICK Learning Cycle			
	#1	#2	#3	#4
LA	●	●	●	
Math		●	●	
French	●			
Health				
Science	●			
CASI #2	Fall ●	Winter ●	Spring	
IEP	Acc <input type="checkbox"/> Mod <input type="checkbox"/>	Behaviour		

Problem

The student is achieving below Level 3.

Why Analysis

Tiers of Instruction

Early Intervention

Escalation for support of students with the use of intensive instruction that directly serves the most struggling young learners.

Case Management

A systematic, scheduled forum to discuss & debate internal intervention.
An internal support mechanism for teachers focused on instruction.

Good First Teaching & Classroom Practice

Specific, intentional assessment used to design instructional strategies in every classroom.

Instruction

Tier 1: Good First Teaching in All Classrooms

**F
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- Gradual Release: Modeled, Shared, Guided, Independent Practice in Literacy Instruction
- Learning Goals, Success Criteria, Descriptive Feedback
- Making Thinking Visible: Accountable Talk
- Rich Performance Tasks – The Arts, Technology as Powerful Tools
- Teaching intentional literacy skills, beginning in Kindergarten!
- Co-Planning, Co-Teaching, Co-Reflecting, Co-Debriefing

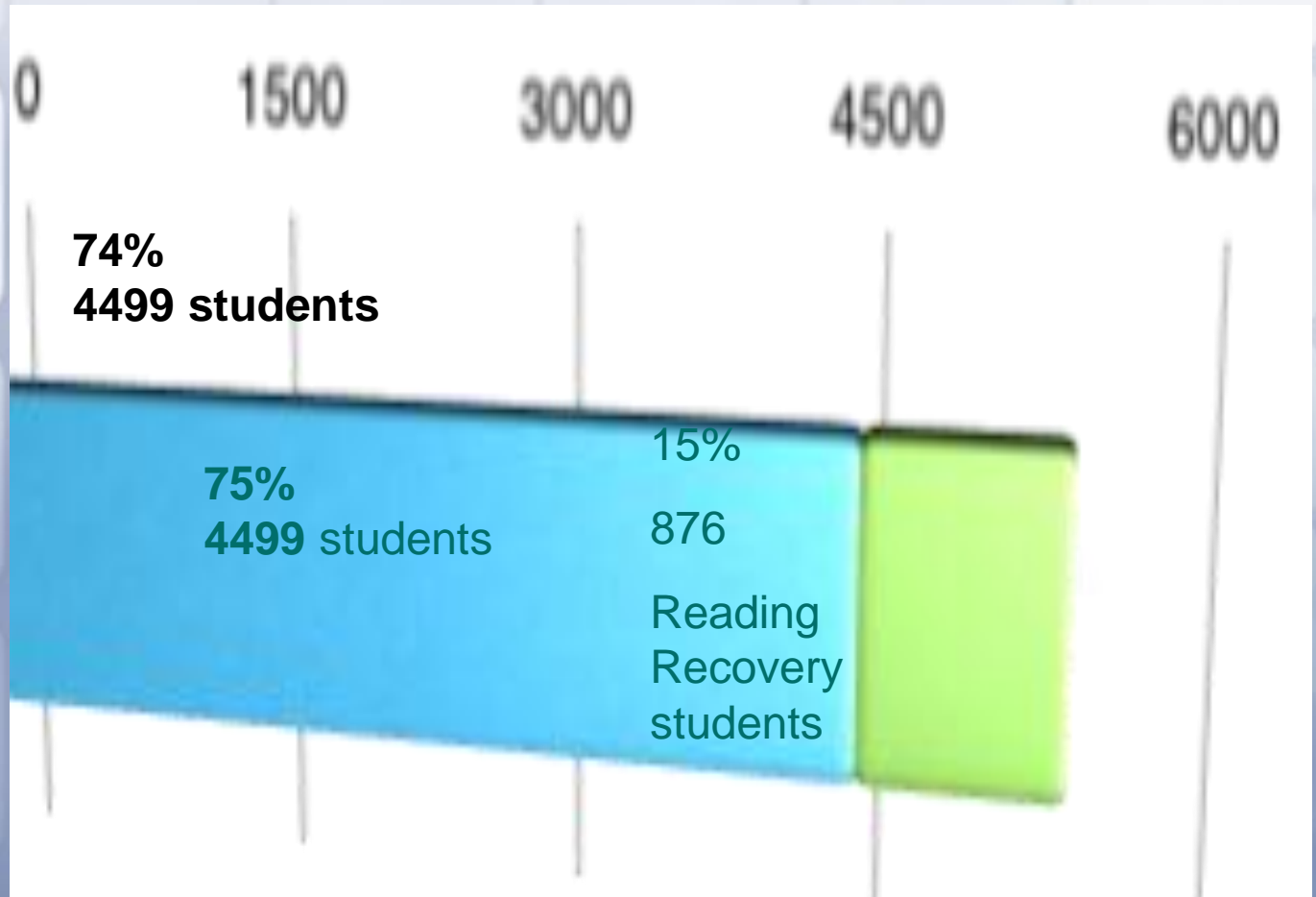
Tier 2: Case Management Approach Parameter # 6 – Modelled – Shared – Guided - Interdependent

6. Case Management Approach

- Administrators and literacy leadership teams gather, triangulate, and report data for schools and students.
- Display performance data (data walls, data folders, smart boards, etc.) for staff to discuss and take collective responsibility for all students' improvement.
- Teachers identify the students with whom they need instructional help.
- Time tables reflect that specialist teachers in school provide instruction in classrooms to free up classroom teachers to attend case management meetings.
- Principals, literacy coaches, and classroom teachers come together in scheduled case management meetings during the school day.
- Classroom teachers present struggling students' work for collective problem solving.
- The team recommends instructional strategies to try, taking ownership.
- Teachers implement instructional strategies recommended in case management meetings.
- They return to follow-up meetings until student improvement is achieved.
- Many or all students benefit from the strategies tried for one student.

Of the 90% of Gr. 1 students reading at/above level, 15% are students who accessed Reading Recovery lessons (7% were reading at level 18 or above).

FACETS



Collaborative Inquiry Cycle



1. Co-Planning

- Find time to plan, teach with video, debrief and reflect with trusted colleague
- Begin with curriculum expectations, Learning Goal, draft Success Criteria to co-construct with students
- Plan before during and after lesson; think about timing, flow and pace
- Use research-based, high-yield instructional strategies differentiated based on student need
- Discuss Collaborative Inquiry focus for the teaching based on assessment for learning data (what do you want to improve about your practice?)

2. Co-Teaching

- Work side-by-side in classroom
- Co-Facilitate classroom discussion
- Focus on students' thinking
- Monitor students' engagement
- Change pace and flow if needed
- Ask "How do you know all students' are achieving?"

THE CO-TEACHING CYCLE

4. Co-Reflecting

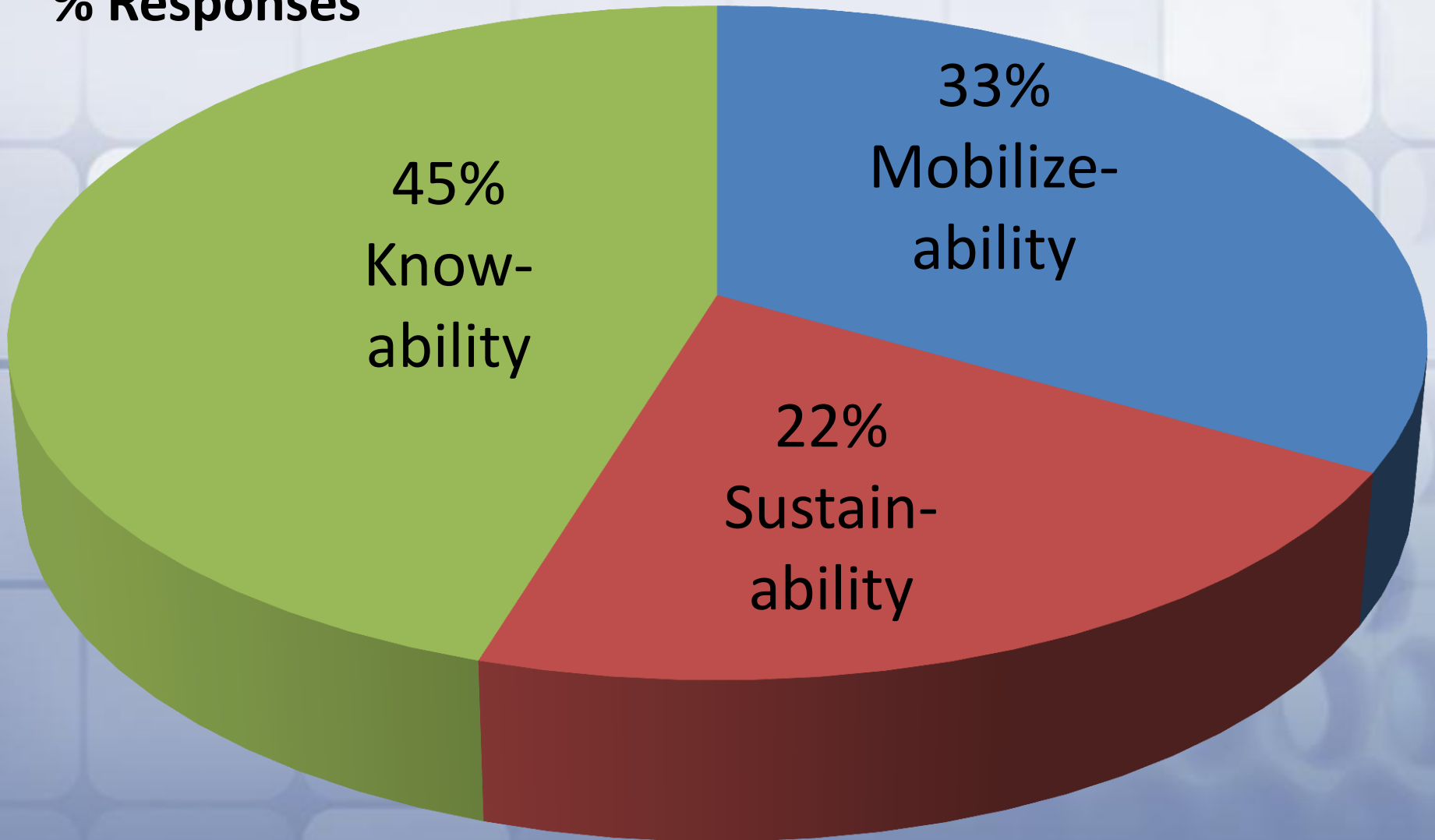
- Engage with co-teaching partner in candid, open, honest dialogue about their teaching and learning
- Identify and understand changes needed in practice and beliefs to become consciously skilled
- Plan next steps for student and teacher learning based on formative assessment – working from where ALL students are in their learning

3. Co-Debriefing

- Examine video clips to look/listen for student voice, questions/responses and higher-order thinking
- Examine teaching questions and prompts used
- Consider if taught, learned and assessed curriculum were aligned
- Discuss joint teaching, thinking about what worked, didn't work, what to do differently
- Evaluate Collaborative Inquiry focus for improved practice

507 Respondents Said... What Leadership Skills Are Needed?

% Responses



The Purpose of Instructional Walks and Talks



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The purpose of looking into classrooms is to:

- Enhance administrator learning as instructional leaders
- Offer appropriate support for students and teachers
- Plan professional learning for the Division; individual teachers, small clusters, entire staff
- Match up teachers to view what are the “Expected Practices” in other classrooms
- Learn about trends and patterns throughout the schools

Design Features Emphasized in Training with Lyn

- 3-5 minutes in classrooms
- Note time of class: before – during – after lesson – walk at different times to see the whole school picture
- Walk with someone else to get a different perspective
- Notes made outside the classroom
- Ask students those 5 questions
- Think about questions you want to know more about
- Think about PL for staff

Key Questions when Doing “Instructional Walks and Talks”

1. What are you learning?
2. How are you doing?
3. How do you know?
4. How can you improve?
5. Where do you go for help?



F A C E S

Read the Armadale Case Study in your Handout – to see how one Principal and her team used the 14 Parameters to improve the school and increase all students' achievement.

Mind Mapping Team Directions

Academic Task

- 1. Prepare a mind map on the following topic:**

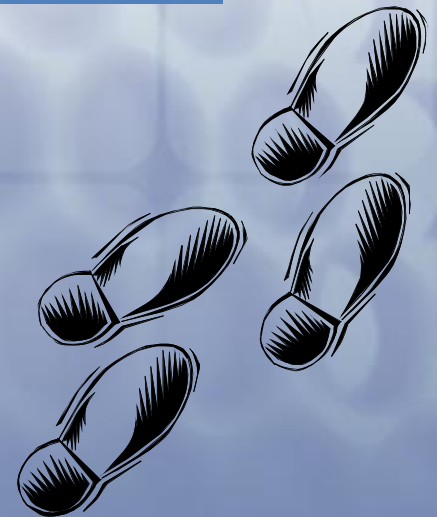
Show how the 14 Parameters work in concert to increase Student Achievement at Armadale PS

- 2. Use all of the component parts of an effective mind map.**



Review:

What 2 or 3 questions do you want answered by the end of our time together?





Circling Back to Our Initial Questions

FACES

Conduct a **“Silent Conversation”**:

- On Post-its, write answers to the questions posed;
- Walk again and add comments to those who have already answered the questions;
- Original owners review the answers that they’ve received on their chart paper.

What are WE Doing to put FACES on the Data?

	Below Standard		
	Reading	Writing	Math
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Grade 6: 1,566	328	328	595
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*There are no miracles that
happen,
Only hard work.*

-Helen Keller