Alaska RTI Conference

January, 2015

Side-by-Side Comparison of Robinson's Capabilities and Leithwood's Leadership Pathways

Robinson's Three Capabilities (Finer-grained Knowledge, Skills and Dispositions)[1]	Attributes	Leithwood's Three of Four* Leadership Pathways[2]	Attributes
Building Relational Trust	**Develop the trust that is essential for doing the hard work of improving teaching and learning (can't achieve much on your own), engage others in the work that delivers for learners; respect (valuing the ideas of others), trustworthiness, competence, and integrity**	**Emotions Path (emotions direct cognition)**	**Commitment, networking between staff, teacher efficacy, collective efficacy (leads to persistence), stress, trust, morale**
Applying Relevant Knowledge	**Deepen teacher knowledge, develop expertise to do the work, using knowledge about effective teaching, teacher learning, and school organization to make high-quality administrative decisions**	**Rational Path**	**Quality of instruction, student learning (standards), curriculum, problem-solving capabilities, "technical core", establishing high expectations, shared goals about academic achievement, orderly environment**
Solving Complex Problems	**All about context specific to each school, take many conditions into account for making decisions, discern challenges and craft solutions that adequately address them**	**Organizational Path**	**School infrastructure, professional networks, structures to support collaboration, instructional time, complexity of teachers' workload, opportunities for teachers' growth, time devoted to instruction**

*Family Path Not Included

[1]Robinson, V., (2011). *Student-Centered Leadership.* 22-38.
[2] Leithwood, K. et al. (2012). *School Leaders' Influences on Student Learning: The Four Paths*. 3-5

Sharing and Distributing Leadership

"Throughout the synthesis, our emphasis has been on *leadership* rather than *leaders*, because what matters most is increasing the prevalence, both within and beyond schools, of those practices that are associated with improved student outcomes" (p. 207).

School Leadership and Student Outcomes: Identifying What Works and Why
Viviane Robinson, Margie Hohepa, and Claire Lloyd (2009)

Background: The What

Leadership is not about an individual. We will use the term leadership rather leaders because "leadership" in school districts and schools is about capabilities, pathways, and dispositions. Two groups of researchers, led by Viviane Robinson and Kenneth Leithwood respectively, established a solid research-based foundation for educational leadership at the school level for the first time. The book *Student-centered Leadership* (2011) by Viviane Robinson is grounded in the best evidence synthesis (BES) of research performed with her colleagues Hohepa, & Lloyd and published in 2009. The 290 page BES is ground breaking work and a debt of gratitude to the New Zealand Ministry of Education is owed for supporting this work. The BES was an investigation of the link between educational leadership and the core business of teaching and learning. Robinson's writes that her work has been supported by "…the shift from leadership style to leadership practices" (p. 3). This is a significant departure from the leader-centric conceptions of leadership that emerged in the early 1900s in the literature. Viviane Robinson asserts: "Leadership styles such as transformational, transactional, democratic or authentic leadership are abstract concepts that tell us little about the behaviors involved and how to learn them" (p. 3).

The book *Linking Leadership to Student Learning* (2012) by Kenneth Leithwood and Karen Seashore Louis is based upon investigations from 2004 to 2010 and are well documented in the numerous Learning from Leadership reports. Leithwood and Seashore Loius, with their colleagues Kyla Wahlstrom and Stephen Anderson, provided a solid research-based foundation for linking school-level research to student learning. The Wallace Foundation should be recognized for financially supporting this significant effort to advance our understanding of how school-level leadership influences the learning of students: the reason schools exist.

Activity: We will review the side-by-side document to learn about Viviane Robinson's leadership capabilities and Kenneth Leithwood's pathways.

Leadership Effects on Teachers and Students: The Why

Source: *Investigating the Links to Improved Student Learning: Final report of Research Findings by* Seashore Louis, Leithwood, Wahlstrom, Anderson (2010)

Key Findings

- Collective leadership has a stronger influence on student achievement than individual leadership.
- Almost all people associated with high-performing schools have greater influence on school decisions than is the case with people in low-performing schools.
- Higher-performing schools award greater influence to teacher teams, parents, and students, in particular. (p. 19)
- Teachers and principals agreed that the most instructionally helpful leadership practices were: *Focusing the school on goals and expectations for student achievement*; *Keeping track of teachers' professional development needs*; and *Creating structures and opportunities for teachers to collaborate. (p. 66)*

Summary

> Principals, who are the formal leaders closest to the classroom, are most effective when they see themselves as working collaboratively towards clear, common goals with district personnel, other principals, and teachers. These leaders are more confident in their leadership and are experiencing greater efficacy. In addition, district support for shared leadership at the school level enhances the sense of efficacy among principals. When principals and teachers share leadership, teachers' working relationships with one another are stronger and student achievement is higher. District support for shared leadership fosters the development of professional communities. Where teachers feel attached to a professional community, they are more likely to use instructional practices that are linked to improved student learning**.** (p. 282)

Activity: Please read the key findings and summary sections and place an exclamation next to the statements that resonate with you. Share your reactions in a round robin format as a team.

Organizing Leadership Teams: The How

We will use the **Professional Growth System for Leadership Teams** rubric for developing teams. It is organized in six sections as described below:

Team Development

I. Leadership Team Structure & Characteristics
II. Leadership Team Processes

Team Thinking: Dispositions of Leadership

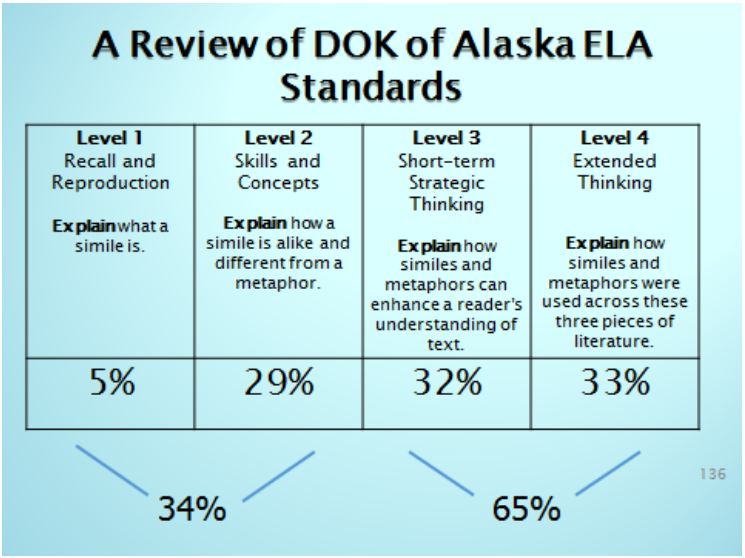
III. Effective & Timely Individual and Group Communication
IV. Thinking and Acting Interdependently
V. Metacognition & Flexibility
VI. Gathering Information for Improvement and Innovation

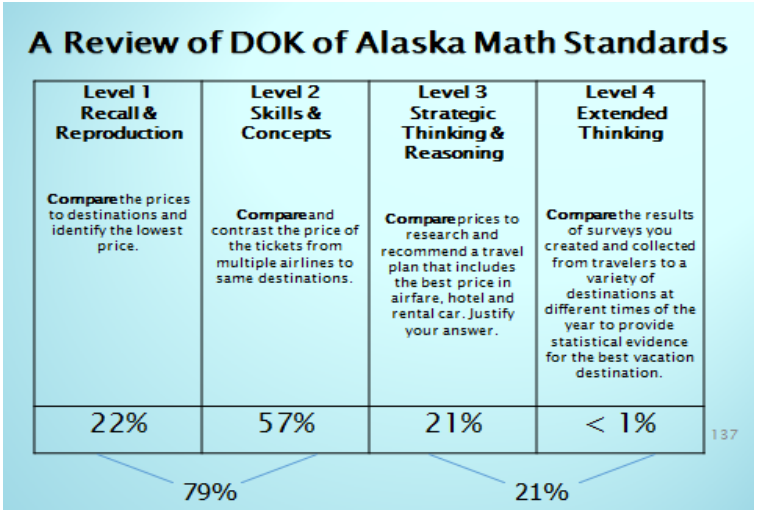
Activity: We will teach about the six sections, provide time for team self-assessment, and set a limited number of goals to address within the next six weeks.

Cognitive Complexity and the Depth of Knowledge of the Alaska State Standards

Section One: The What

The Alaska State Standards are written with more cognitive complexity than the Grade Level Expectations (GLEs) use for the Standards Based Assessment (SBA). What do notice from reviewing the charts below?





Addressing the Increasing Need for Expert Thinking, Complex Communication, and a Growth Mindset

Section Two: The Why

In the book *The New Division of Labor* (2004), authors Frank Levy and Richard Murnane note the tasks carried out by the American Workforce from 1969-1998 indicates a steady decline of routine manual and routine cognitive tasks and an increase in expert thinking and complex communication as noted in Figure 3.1. Expert thinking is the ability to solve new or novel problems that cannot be solved by the simple application of rules.

Expert Thinking

"...the components of expert thinking: effective pattern matching (the ability to recognize meaningful patterns of information) based on detailed knowledge; and metacognition, the set of skills used by the stumped expert to decide when to give up on one strategy and when to attempt the next" (p. 75). *The New Division of Labor* (2004) Levy & Murnane

Complex communication is the ability to both transmit information and convey accurately an interpretation to others from multiple sources of data.

Complex Communication

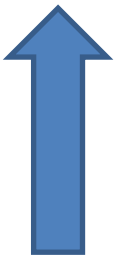
Complex communication: The interpersonal skills used through diverse social interactions with peers and colleagues in order to understand written or verbal information while developing mutual understanding and relational trust.

Andreas Schleicher affirms the work of Levy and Murnane by suggesting the student capabilities of non-routine analytic and non-routine interactive will become more important in school and the world of work. Schleicher is the Director for Education and Skills and Special Advisor on Education Policy for the Organisation for Economic Co-operation and Development (OECD).

He suggests a premium will be placed upon the ability to *extrapolate information from multiple sources and apply the knowledge in novel settings.* He also suggests the appropriate cultural interpersonal skills will be needed in order to communicate with colleagues of peers.

Figure 3.1 The Shift in Task Output and the Thinking Needed

Routine manual	**Expert Thinking** (Non-routine analytical)
Routine cognitive	**Complex Communication** (Non-routine interactive)



Carol Dweck, Professor of Psychology at Stanford University, based on three decades of research has concluded that a focus on effort, not on intelligence or ability, is key to success in school and in life. *Effort and persistence are critical thinking dispositions* that are needed when students encounter tasks that require complex problem solving and solutions that are not readily apparent. Without these critical capabilities the aspiration for students to engage in expert thinking (non-routine analytical) diminishes. Andreas Schleicher argues that East Asia's results on the mathematics portion of the PISA are thanks to a belief in the value of hard work and persistence rather than inherent ability. It appears that a growth mindset rather than a fixed mindset is necessary to encourage and support as school-wide belief among adults and students.

Take-away in your own words:

Designing Innovative Learning Environments

A powerful innovative learning environment is characterized by a good balance between discovery learning and personal exploration, on one hand, and systematic instruction and guidance on the other hand. Mayer (2004)

Section 3: The How

One of the Three Capabilities noted by Viviane Robinson in *Student-centered Leadership* is applying and integrating relevant educational knowledge into current practice. The desire to improve current instructional practice is a major focus of many school improvement initiatives. It is important to explore what exactly we want to improve about current instructional practice. Larry Cuban informs educators and policymakers in the book, *Inside the Black Box of the Classroom Practice: Change without Reform in American Education* (2013) that the record for developing teachers with a richer and more diverse skill set is mixed at best. Cuban reminds us that "…the black box of classroom instruction has been largely impervious to structural reforms aimed at moving teaching practices from teacher-centered to student-centered, students from absorbing subject-matter to critical thinking and problem solving" (p. ii). Richard Murnane, education professor at the Graduate School Education, and Frank Levy, professor of urban economics at M.I.T. suggest in *Teaching the New Basic Skills: Principles for Educating Children to Thrive in a Changing Economy* (1996) that schools are not preparing students for the capabilities skills needed in the Information Age. Murnane and Levy provide a convincing argument, based upon economy-wide

measures of routine and non-routine task input; the education that many students receive no longer meets the demands of our new economic environment. Teachers will need to be able to use techniques and strategies of direct instruction for basic skill acquisition and concept development as noted in Table 3.2.

Table 3.2 Direct Instruction with Sample Classroom Rules

Teacher-directed Instruction (Routine Interactive)	General Classroom Rules (Routine Interactive)
• Behavioral expectations and routines are understood and demonstrated by students • Teacher provides structure by giving clear, step- by- step instructions including explaining concepts, modeling procedures and leading practice • Teacher utilizes varying levels of questioning to engage students with learning targets during Instruction • Transitions between modes of instruction are managed effectively	• Come to class prepared to learn. (Pencils sharpened, pen, paper, and notebooks) • Respect all property. (School property, personal property, and other's property) • Respect all ideas given in class and do not criticize anybody's ideas or thoughts. • Do your very best!

In order to promote expert thinking and complex communication teachers will also need mastery of interactive student-focused learning techniques and strategies noted in Table 3.3. School leaders will need to assist teachers in developing the deep understanding of what each mode of engagement looks, sounds and feels like as well as facility for transitioning between modes of engaging students in learning as noted in Table 3.2 and Table 3.3. A facility for utilizing modes of engaging students is based upon a teacher knowing how and when to transition while

considering the intended learning that is desired. Utilizing one mode of engagement simply will not be sufficient in preparing students for the Information Age.

Table 3.3 Student-focused Learning with Sample Procedures

Student-Focused Learning (Non-routine Interactive)	**Student-Focused Learning Procedures (Non-routine Interactive)**
• Behavioral expectations and routines are understood and demonstrated by students • Discussions led by students (effective techniques are used) • Protocols used by students to structure discussions • Cooperative learning strategies are embedded in instruction and linked to desired learning. • Paraphrasing and questions types-clarifying, organizing, mediating-are used • Students apply, analyze, synthesize and/or evaluate information • Teachers facilitate and activate students to provide feedback and clarification based on learning targets • Transitions between modes of instruction are managed effectively	• Listen to the person who is speaking • Only one person speaks at a time • No interruption when someone is speaking • When you disagree with someone, make sure that you make a difference between criticizing someone's idea and the person themselves • Follow the discussion protocol such as paraphrase, inquire, transition • Encourage everyone to participate

The facility for transitioning between modes of instruction as previously noted will need to be coupled with an understanding of designing learning tasks that are increasing complex. As Cuban noted "absorbing subject-matter" will need to diminish and "critical thinking and problem solving" will need to increase.

Section 4: The How

One commonly used source of promoting deeper student learning, or greater cognitive complexity, is Norman Webb's Depth-of-Knowledge (DOK) levels. Webb's Depth-of-Knowledge levels are 1) recall and reproduction, 2) basic skill and concepts, 3) strategic thinking and reasoning, and 4) extended thinking. Depth-of-Knowledge is descriptive and it is not taxonomy. DOK is used for identifying *the complexity of a task.*

In the book, *A Place Called School* (1984), John Goodlad and a team of researchers visited 67 schools —150 classrooms — in 13 states. The team observed for the majority of students at all schooling levels: "…the teacher explaining/lecturing to the total class, asking direct, factual-type questions or monitoring or observing students; the students 'listening' to the teacher or responding to the teacher-initiated interaction. It has been well documented that instruction in many classrooms has focused on factual recall and teacher initiated questions. Certainly, expert teachers do incorporate Depth-of-Knowledge levels 1

& 2 into the tasks created for students. They understand and are cognizant that scaffolding-breaking up a concept or skill into discrete parts-is essential for a repertoire of instructional expertise. A summary of DOK levels 1 & 2 is noted in Table 3.4 in relationship to the routine manual and routine cognitive learning tasks.

Table 3.4 Summary of Webb's Depth of Knowledge (DOK) Level 1 & 2

DOK Level 1 **Recall & Reproduction** **(routine cognitive)**	**DOK Level 2** **Basic Skills and Concepts** **(routine analytic)**
Focus is on specific facts, definitions, details, or using routine procedures	Focus is on applying skills and concepts (in a routine or familiar situation), relationships (main idea compare-contrast, cause-effect)
Explaining without providing evidence or rationale	Requires deeper knowledge than offering definition without supporting details
Can be challenging without requiring in depth content knowledge to respond to item (memorize a long passage)	Explanations focus on how or why
Combination of level one tasks does not equal Level 2	Required making decisions about information/content and interpreting in order to respond
Typically one correct answer	One or limited correct responses

A summary of DOK Levels 3 & 4 is noted in Table 3.5. Learning tasks that are designed to reinforce expert thinking noted by Levy and Murnane and non-routine analytical described by Schleicher, are closely aligned with Webb's DOK levels 3 and 4.

Table 3.5 Summary of Webb's Depth of Knowledge (DOK) Level 3 & 4

DOK Level 3 Strategic Thinking and Reasoning (non-routine analytic)	DOK Level 4 Extended Thinking (non-routine analytic)
Focus is on reasoning and planning in order to respond (write an essay or apply in a novel situation)	Requires complex reasoning, planning, and thinking (generally over extended periods of time) for the investigation
Complex and abstract thinking is required might have multiple steps or processes	Assessment activities have multiple steps with extended time provided
Often need to provide rational or supporting information for reasoning or conclusions drawn	Students may be asked to relate concepts within the content area and among other content areas
More than one correct response or approach is often possible and encouraged	Students make real-world applications in novel situations

An overarching goal for improving instruction is to explore strategically combining student- learning techniques in Table 3.3 with increasingly cognitively complex learning tasks as identified by DOK levels 3 & 4 in Table 3.5.

Take away in your own words:

Consider the Relationship Between

1. Task

Briefly describe what it is you hope to accomplish with the meeting:

2. Configuration

- Learning pairs
- Triads, trios
- Learning Team (4 to 6 members)
- Grade-level teams
- Subject area teams
- Cross team (grade or subject)
- Cross Team with specialists
- Self-selected groups

3. Process/Protocol

- Structured dialogue
- Chalk talk
- POMS
- Round robin (1 minute)
- Round robin (only speak once)
- First turn/last turn
- Inside/Outside Circle
- Concept attainment
- 2 to 4 to 8
- Carousel
- Whip around

4. Skillful Use of Strategies by the Facilitator

- Seven Norms of Collaboration
- Dialogue v. Discussion
- Hands-up/hands-down
- Physical paragraphing
- Pace and Lead
- Show Don't Say
- Closing Window
- Team self-assessment
- Team reflection
- Plural forms
- Paraphrasing
- Pausing
- Meditative questions
- Third-point
- Exploratory language
- Tentative language

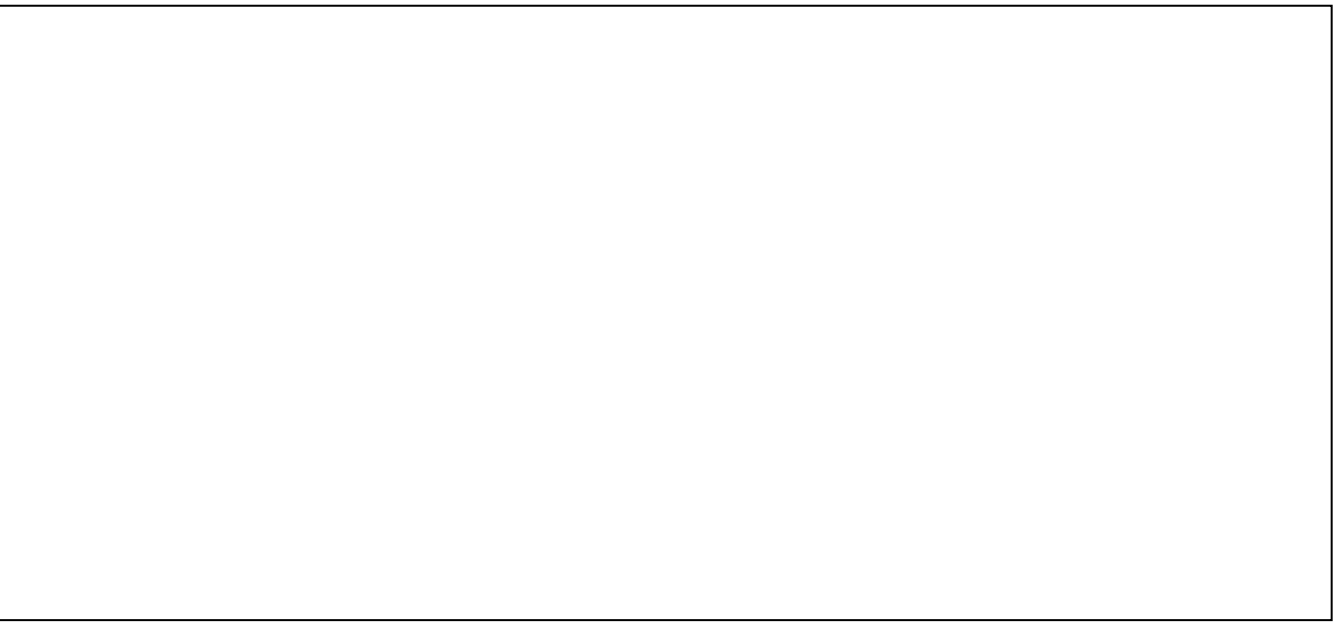
TEAM MEETING FORMAT

Optional Step (Tossing the unhelpful furniture overboard.) Spend a few minutes, if needed, venting or debriefing, so the team time will be focused and discussion purposeful.

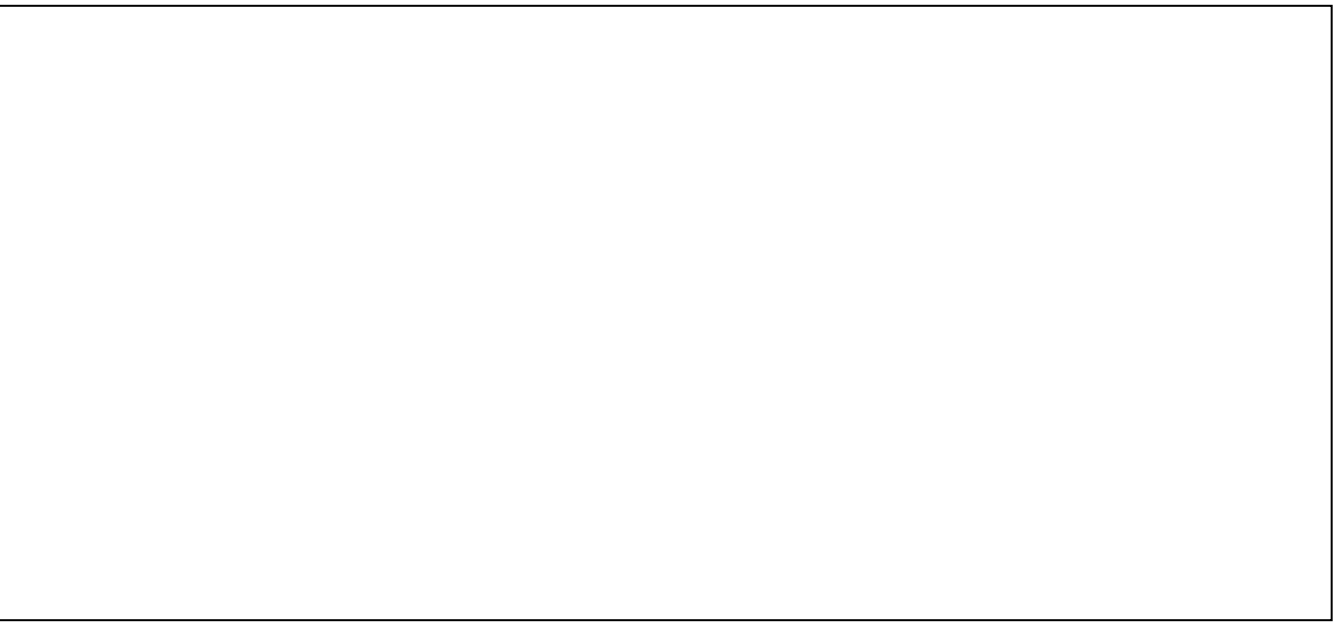
Step One: Establish the agenda by prioritizing topics, and assign times if appropriate - Hot Topics at the end!

Step Two: Select the desired meeting outcome (identify success criteria) and then select a protocol.

Step Three: Facilitator and process observer actively run the meeting.



Step Four: The recorder takes **summary notes.**



Step Five: The team reviews meeting outcomes, decisions, or products and determines the tasks that need to be completed as an outcome of the meeting. Teams that reflect have the opportunity to learn and improve. Briefly discuss the effectiveness of the norms, protocols, and task agenda before concluding the meeting.

TRUST: A MAJOR INGREDIENT FOR WORKING IN TEAMS

Ron Heifetz, in *Leadership Without Easy Answers* (1994, p. 107), notes:

"Trust has two components: predictable values and predictable skills."

DISCUSSION PROTOCOLS

Professional conversations require shape and structure. Teachers spend most of their time interacting with students. When teachers interact with each other, it is often **casual and informal**. Team meetings are **formal and professional**. Discussion protocols enhance the ability of the team to function as a cohesive group and accomplish desired outcomes. A discussion protocol is a structure that enables a team to get work accomplished in an efficient and effective manner.

Three types of protocols that can be utilized by the team are problem-solving, planning/collaborating, and consulting. The success of any protocol is the use of active listening, and the verbal and non-verbal skillfulness of all team members.

I. Problem-solving (dialogue into discussion)

The team needs to find solution(s) to a situation, circumstance, or set of student behaviors. Example: **One team clearly articulates** the student behavior while the other team members listen, paraphrase, or ask clarifying or meditational questions. **The team members establish all of the actions or steps** that have been taken. The team members generate potential productive steps or actions that can be taken. The team agrees what steps or actions need to be taken and a timeline for revisiting the topic.

II. Planning/Collaborating (discussion)

The team needs to accomplish a goal or project that requires all members participate. Example: The team needs to create interdisciplinary, cross-curricular teaching units. **The team breaks down the goal into smaller, achievable tasks**. The team needs to **establish success criteria and a realistic timeline** since the project involves all team members. **All team members need to be accountable for the outcome and meeting the timeline**.

III. Consulting (dialogue or discussion)

The resourcefulness of the team will be enhanced by the involvement of a non-team member. Example: The team invites the guidance counselor to assist with problem-solving about a set of student behaviors. The team needs to inform the guidance counselor of the protocol and the roles of the team members. **A team member clearly articulates** the student behavior while the other team members listen, paraphrase, or ask clarifying or meditational questions while the guidance counselor observes. **The team members establish all the actions or steps** that have been taken. **The guidance counselor generates potential productive steps or actions that can be taken**. The team agrees on what steps or actions need to be taken and a timeline for revisiting the topic.

TEAM SELF-EVALUATION OR SOLICITED FEEDBACK ANOTHER TEAM

	Low level of awareness or willingness	Emerging with some frequency of awareness or willingness	Frequently with awareness and willingness	High level of awareness and willingness
Attention to Relationship				
1. The team develops Professional Norms and Responsibilities that insure the psychological safety of all team members.				
2. Team members behave congruently with the agreed-upon Professional Norms and Responsibilities.				
3. Team members balance participation, encourage, and elicit contributions by all team members (The use of "I pass" is valued).				
4. Team members seek and honor diverse perspectives.				
5. Team members anticipate, accept, and resolve productive conflict.				
Attention to Process				
6. The team follows agreed-upon discussion protocols (examples: problem-solving, planning, consulting, and collaborating).				
7. The team refocuses if it deviates from a protocol or the Professional Norms and Responsibilities.				
8. Team members invite and sustain the thinking of other team members by pausing, paraphrasing, and inquiring.				
9. Team members fully attend to others by maintaining an appropriate level of eye contact, monitoring body language, listening non-judgmentally, and listening without interrupting.				
10. Team members balance advocacy of their own ideas with inquiring into the ideas of other team members.				
Attention to Task				
11. The team establishes and maintains clear product and success criteria.				
12. The team establishes and maintains clear task agendas.				
13. The team maintains a clear time frame (schedules topics) and manages time wisely (assigns times to topics).				
14. The team collects, selects, and prioritizes information to be discussed and decided.				
15. The team develops and applies agreed-upon roles of facilitator, process observer/time keeper, recorder/information disseminator, and information organizer/agenda builder.				

Adapted from the work of Wellman & Lipton

The Seven Norms of Collaborative Work

Pausing
Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

Paraphrasing
Using a paraphrase starter that is comfortable for you (i.e., "So…," or "As you are…, or "You're thinking…") and following the starter with a paraphrase assists members of the group to hear and understand one another as they formulate decisions.

Posing Questions
Two intentions of posing questions are to explore and specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and invite others to inquire into their own thinking. For example, "What might be some outcomes we are envisioning?" Use focusing questions such as: "Which students, specifically?" or "What might be an example of that?" to increase the clarity and precision of group members' thinking. Inquire into the ideas of others' before advocating for one's own ideas.

Putting Ideas on the Table
Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say, "Here is one idea…" or "One thought I have is…" or "Here is a possible approach…"

Providing Data
Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

Paying Attention to Self and Others
Meaningful dialogue is facilitated when each group member is conscious of self and others, and is aware of not only what he or she is saying, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.

Presuming Positive Intentions
Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional putdowns. Using positive intentions in your speech is one manifestation of this norm.

From: www.adaptiveschools.com

Suggestions:

- **Maintain a "Facilitator" for an extended period until your team is functioning well.**
- **Place "Hot Topics" at the end of an agenda.**
- **Adapt the format below to make it work for your team.**
- **Before beginning, spend a few minutes, if needed, venting or debriefing so the team time will be focused and discussion purposeful.**

Team *(Insert name)*

Team Roles

Facilitator *(Insert name)*

Actively facilitates meeting with the agreed upon agenda, protocols and task completion topics. Alerts group to whether the team is having a dialogue or a discussion-reminds team of Norms and Protocols.

Information Organizer and Processor *(Insert name)*

Organizes the agenda and the materials and documents for the meeting.

Recorder, Disseminates Information *(Insert name)*

Collects products and takes summary notes for distribution.

Process Observer/Timer *(Insert name)*

The process observer **looks for and documents** the Smart team skills, behaviors and processes-reports out at the team the ratios or specific instances a skill was used-(examples paraphrases, inquiries into the thinking of others). If turn taking is timed-remind speakers. Briefly leads the team in REFLECTION with DATA.

Meeting Agenda

[Location]

Meeting called by:	**Type of meeting:**
Facilitator:	
Timekeeper:	
Notetaker:	
Attendees:	
Please read:	
Please bring:	

Agenda Items

Topic	Presenter	Time allotted

Data Retreats/Summits

General Keys to Success (All Levels)

1. Be specific about what data participants are to bring.

2. Set the purpose. Know where you want to go and develop guiding questions that will get you there.

3. Data analysis should always go from broad to narrow (i.e., from district down to kid levels or reading component down to subskill levels).

4. Make sure the data are organized in a format that makes them easy to analyze.

5. Maintain some kind of recording sheet that acts as a photograph—capturing the data story as a point in time.

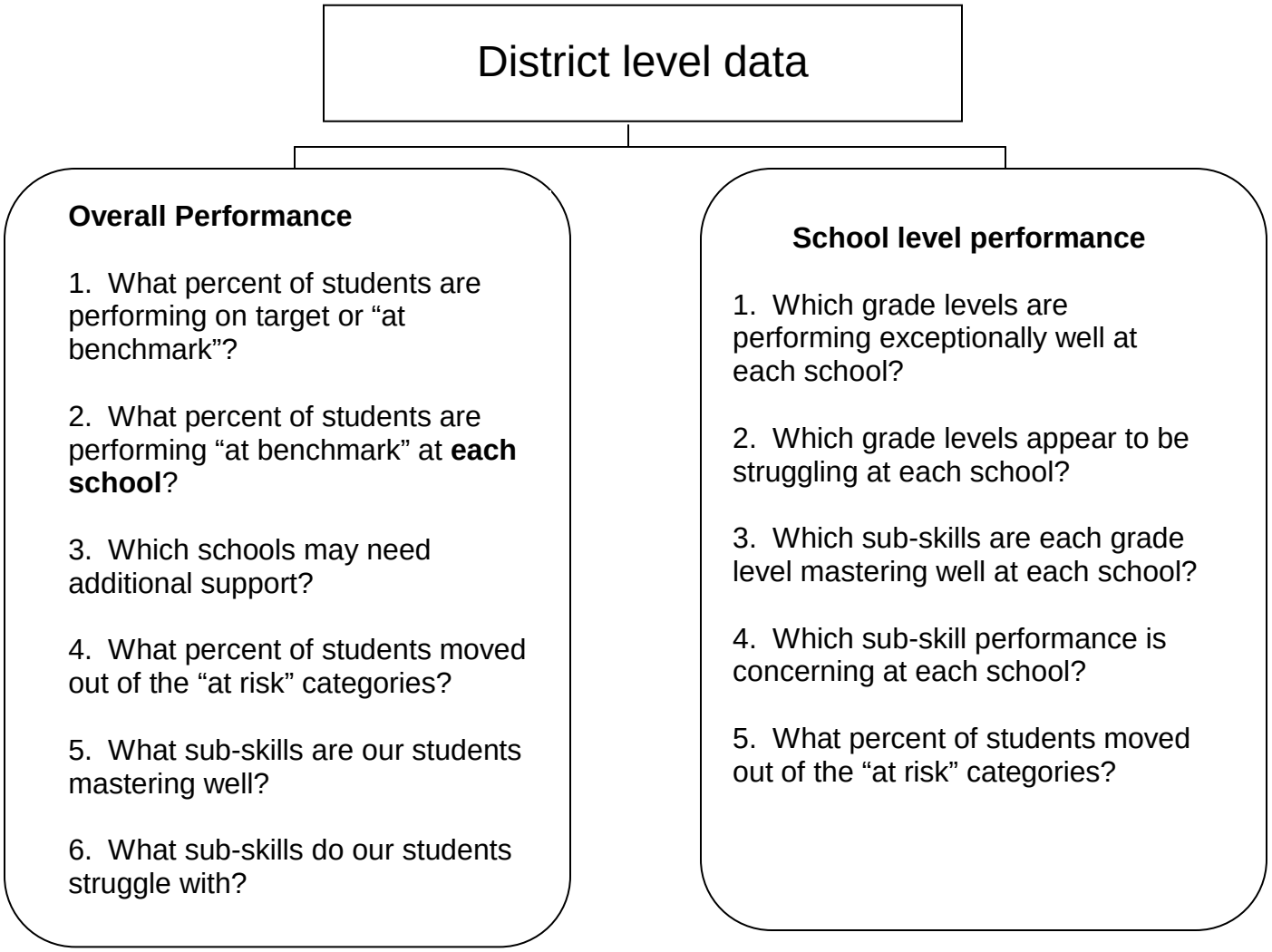
6. Pay attention to culture. Establishing a culture of trust is essential, a culture of asking and answering difficult questions that leads to continuous improvement. To do that, make sure the focus is always on the results, not the person.

7. Make sure participants know how to read the data. Always provide some kind of direct instruction the first time you analyze a data set, so participants learn how to navigate the results.

8. Develop a common understanding of what quality performance is. Show state data first so participants can see if they are performing at, above, or below the state average. Then having participants lay their data up against the highest performer that “looks like them” allows them to see the standard of excellence and determine how close they are to achieving it.

9. Carefully manage the sequence of analysis and the use of time. Poorly structured data analysis events can become very time intensive and end up yielding very little useful information for the time spent.

Data Analysis Protocol
(Used with CBM data)

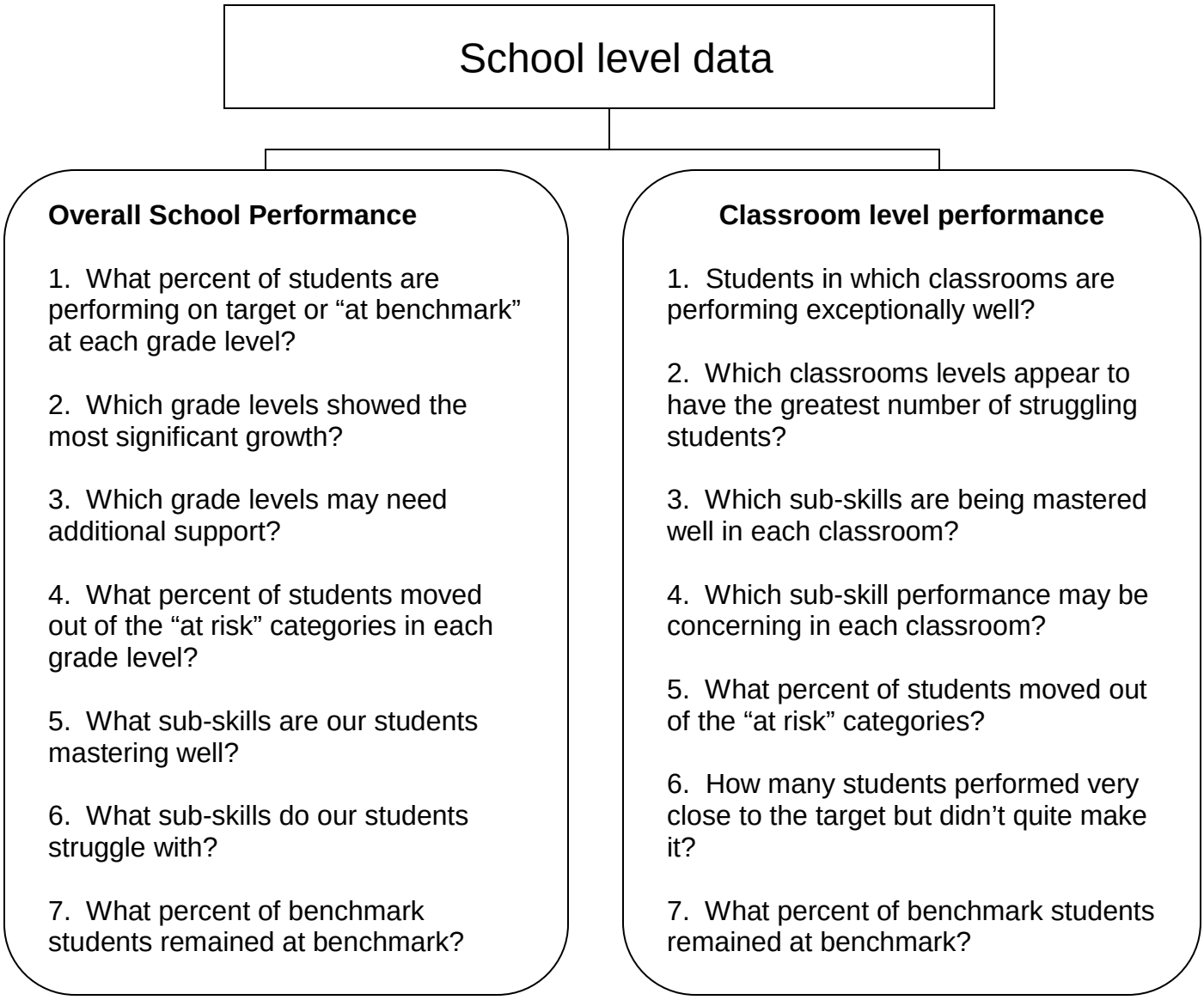


Analyzing District Data

Purpose: District level analysis provides leaders a broad picture of overall student performance. Using CBM data provides an opportunity for frequent monitoring of student performance and alerts the district level leaders to possible learning gaps within the district. Leaders can use district data to allocate resources, provide focus to site visits and provide focus for professional development for improved instruction.

Plan for Support: District level analysis can assist district leaders in determining which schools and/or grade levels may need additional support. Once data is analyzed, district leaders can design short term action plans to support building leaders and teachers in implementing a stronger reading system.

Data Analysis Protocol
(Used with CBM data)



Analyzing School level data

Purpose: School level analysis provides building leaders a picture of overall student performance as well as student performance in each classroom. Using CBM data provides an opportunity for frequent monitoring of student performance and alerts the building leaders to possible learning gaps within the grade levels. Leaders can use school data to allocate resources, provide focus to classroom walk-throughs and provide focus for professional development for improved instruction.

As school leaders participate in collaborative data analysis sessions and intervention design, they are equipped to be stronger instructional leaders and provide more support for improving the instruction within the reading system.

Data Analysis Protocol
(Used with CBM data)

Classroom/Student data

Classroom/Student Performance

1. What percent of students are performing on target or "at benchmark" in this classroom?

2. Which students showed the most significant growth?

3. Which students may need additional support?
   - Students who just barely met the target for a given subskill
   - Students who fall just below the target for a given subskill
   - Students who fall significantly below target in a given subskill
   - Students who fall significantly below target in all subskills

4. What percent of students moved out of the "at risk" categories in each in this classroom?

5. What sub-skills are students mastering well?

6. What sub-skills do students struggle with?

7. Which students are currently receiving intervention?

8. How much time and how frequently are they receiving intervention?

9. Which students should be grouped together for intervention?

10. Does the child need additional practice or intense instruction with this skill?
    - Students who barely missed the target likely need additional practice
    - Students who fell significantly below the target likely need explicit instruction

Lessons Learned

1. The concept of making data public always has to be addressed. You do that by creating that culture of facing the brutal facts without placing blame.

2. Data analysis is really about finding what we do well so we can replicate that and identifying some areas that aren't where we want them to be so we can work on those.

3. When you find an underlying issue or a root cause for something, taking a collective deep breath and solving the problem as a group works well. If we don't address the root cause of a problem, we can only treat the symptoms, not solve the problem. Team problems usually require a team solution.

4. Building principals need to not only be at the data analysis meetings, they need to be the best data analyzers in the building. They are the real leverage point for change.

5. The same can be said of district level staff. And they need to analyze data with building staff, not in isolation, so they can talk about the data with building level principals, coaches, and leadership teams.

6. The key phrase to keep in mind with data is "talking to, not about". We need to talk **to** the people to whom the data is related, **not** talk **about** them. Data gatherings allow us to do just that. This creates the trust that is the cornerstone to successfully using data to improve results.

3 – 2 – 1

3 – 2 – 1 is an exit slip strategy that provides a quick “dipstick” of learning. Participants are instructed to use a piece of paper or index card to record the following: Three things that are clearer to them regarding the day’s topic or concept; two connections they are making to the new concept and their prior knowledge or experience; and one question/piece that needs further clarification. The presenter collects the slips as participants leave the room and uses the information to inform the next day’s lesson and/or to differentiate instruction.

3

2

1

Give One, Get One

Give One, Get One is a strategy for mixing a group, creating connections among participants and exchanging information. In a classroom or at a meeting, it also provides participants with a structured opportunity to move around the room…get on their feet and get their blood flowing to their brains!

Each participant is generally given a 3 x 5 card and asked to respond in writing to a prompt. For example, participants might be asked to think about a school improvement goal that they feel is most important and write it on the card.

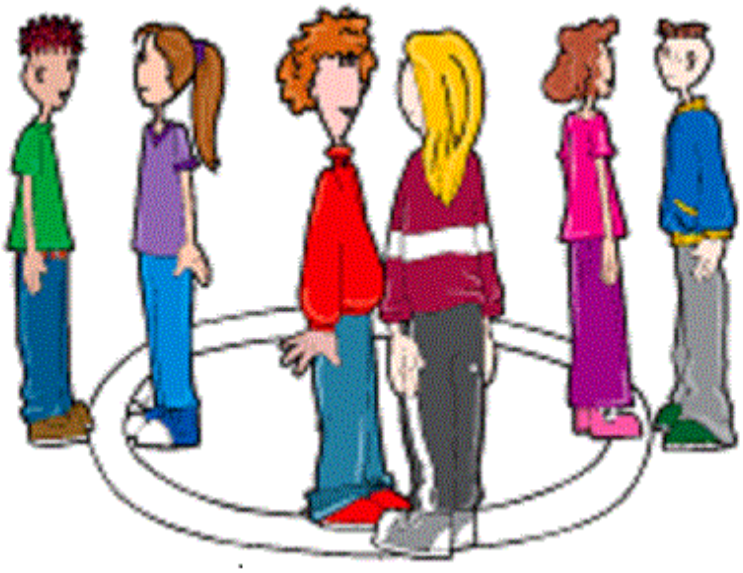
Next, music is played and participants walk around the room greeting one another until the music stops. Each person then finds a partner; reads his/her card and listens to their partner's card. Then partners exchange cards and circulate around the room again until the music stops and the process is repeated. Teachers and facilitators can add in paraphrasing to make sure he/she understands what is written on their partner's card before traveling on to the next person to share the new information.

Inside/Outside Circle

Inside/Outside Circle is a group building strategy identified by Spencer and Laurie Kagan. It is intended to get all participants up moving around the room and interacting with one another. Because participants are standing and moving it helps get the blood flowing to their brains and breaks the “sitting in your seat” routine. It also allows participants to interact with others in an organized, productive manner.

Inside/Outside Circle works like this: one-half of the participants stand and form a circle facing OUT. The other half of the participants form a circle around (outside) of the first group, the outside circle participants face inside out so that each participant is facing a person from the ‘other’ circle. Next, the presenter instructs on circle to rotate. For example, the presenter may say, “Outside circle move two persons to your right.” The newly formed partners then respond to a question. For example: “Inside partner, share with your partner everything you know about the three shifts in the new ELA standards.” Next the presenter may say, “Inside circle rotate three persons to your left” and then ask, “Outside partner, share with your partner everything you can remember about the Kenneth Leithwood’s Leadership Capabilities.”

Inside/Outside Circle works well as a review strategy and it can also be used in the beginning of a lesson or unit to bring to mind previous knowledge regarding a concept or topic.
Inside/Outside Circle also works well as a get-acquainted strategy at the beginning of a session to help build community.



Jigsaw

Jigsaw strategy, also known as Expert Groups, is a cooperative learning strategy for working together and sharing new information. Originally developed by Elliot Aronson, the Jigsaw strategy enables each person of a base group to become an “expert” and bring the information back to other group members. Just like a puzzle, each piece of information is necessary for the final product to be complete.

The Jigsaw works like this:

1.The presenter places participants in groups of 5, known as base groups;

2. Participants number off 1 to 5, ad each number is assigned a reading;

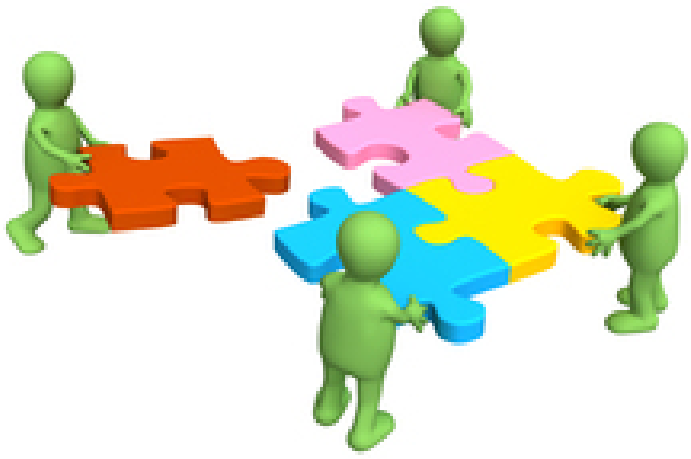
3. All of the number ones, twos, threes, etc. move into “expert” groups of like numbers;

4. In the expert groups, participants read the material and have dialogue about its meaning;

5. Expert group members determine what ideas should be shared with their base groups;

6. Participants return to their base groups and share what they have learned in their expert groups.

Participants and presenters alike will agree this is an efficient way to learn, with accountability as well as support.



Pairs Squared

Pairs Squared is a cooperative learning strategy for information sharing which builds on the familiar “Pair Share” strategy. Pairs Squared works like this: A-B partners share information around a given question or topic. Then each pair is asked to form a foursome by matching with another pair. The new group then shares information and synthesizes the collaborative thought of the four individuals.

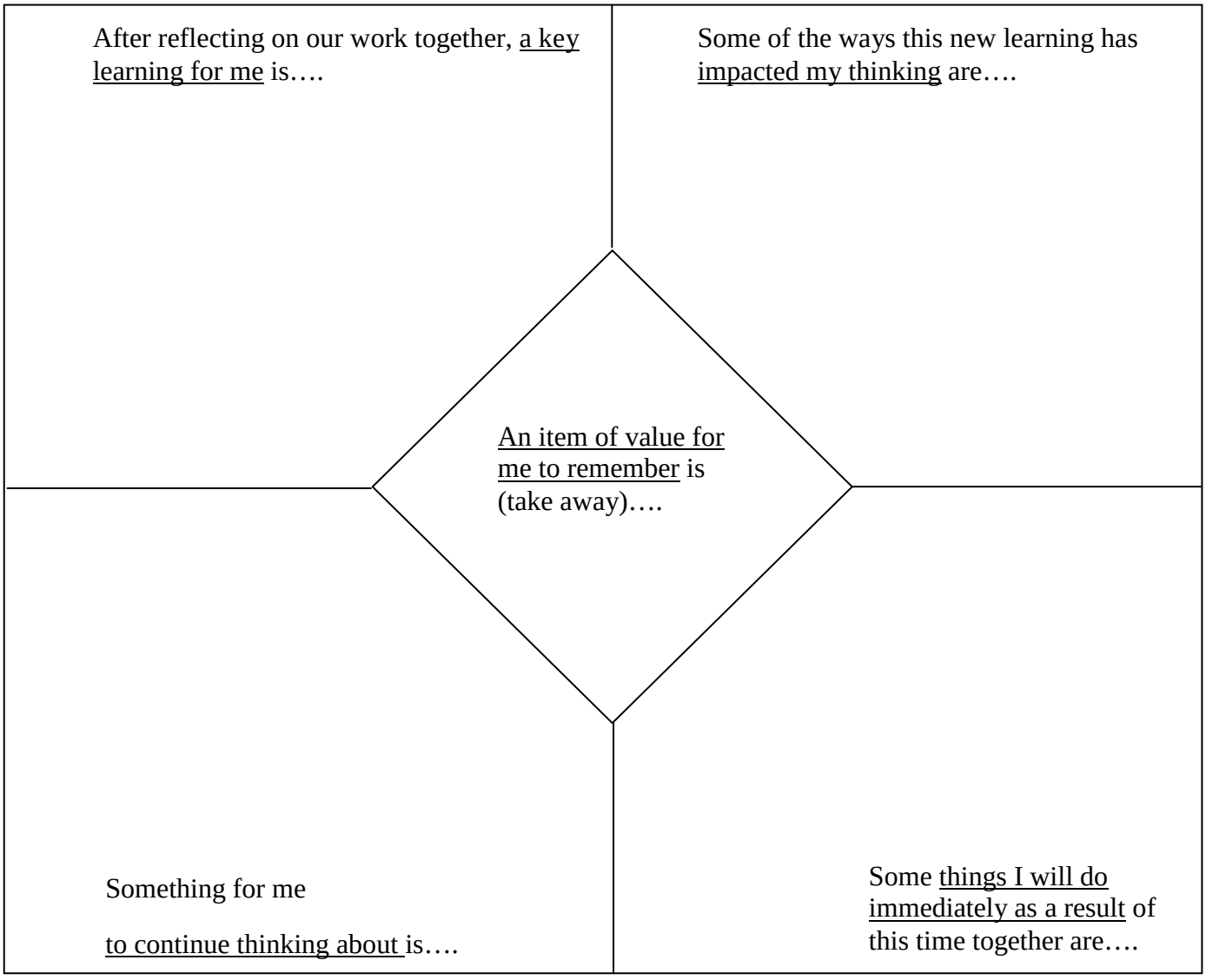
Quick Write

A strategy called “Quick Write” is used with the intention of opening up thinking and allowing participants to “go deep” with their thoughts. It encourages “freedom” in writing and promotes focus. It also gives participants time to collect their ideas before verbalizing them to others. Quick Write works like this: Individuals are given a question, topic, or writing stem from which to work. Individuals are provided a set amount of time for responding (usually between one and ten minutes), and the room is completely silent for that amount of time. Participants are asked to simply write whatever comes into their heads. The Quick Write strategy can be used to introduce topics and have participants focus on what they already know or what questions they have. It can also be used at the end of a lesson to promote synthesis and reflection. The Quick Write strategy is often followed by some sharing of the information participants have been writing.

Diamond Reflection

(Complete Solo then share with Elbow Partner)

Your Name_____ Elbow Partner's Name_____



Thinking Box after Elbow Partner's Feedback

Professional Norms and Responsibilities

Circle the number on top of the box indicating where you are personally and the number at the bottom indicating where we are as a team.

1 2 3 4 5

Example: **Be present** means speaker has our full attention. (Cell phones and computers are turned off, grading papers is reserved for another time, side bar conversations are inappropriate.)

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

4d. Participating in professional community relationships with colleagues, involvement in a culture of professional inquiry, service to school, participation in school and district projects, receptivity to feedback from colleagues. *A Framework for Teaching: Components of Professional Practices*

Norms and Responsibilities Term Bank

The following are the rules of conduct for our meetings: (as determined by the consensus among the members)

"Golden Rule" – Do unto others as you would have them do unto you	Rotate facilitators / known facilitators	Ask questions
No side conversations	Focus on critical tasks	Engage in discussions
Begin and end on time	Establish time frame for discussions	Ask for and offer feedback
Active participation by all	Don't judge ideas during brainstorm	Encourage others to ask questions and share ideas
Leave the past in the past	End on time	Offer different, perhaps unpopular perspectives
Silence cell phones/pagers	No interruptions; don't dominate	Listen actively
Deal with issues, not personalities	Teams for discussion breakout	Seek to understand
"Time out" when needed	OK to walk around during meeting	Disagree respectfully
Be committed to the process	Timekeeper	Provide options
Be open and honest	Raise your hand to discuss	Be open to changing your position
"What you see here, what you say here, when you leave here, let it stay here."	Everyone has a fair chance to speak their mind (expand discussion time)	Promote creative ideas and approaches
No side meetings	Time for discussion is up to facilitator	Avoid aggressive language, posture, and tone
Have fun and relax	Agreement on voting item	Practice candor
Be on time	Include discussion in minute's comments	Develop and express trust
Established break times	Stay focused and on time	Refer to meeting norms
Be courteous	No rehashing	Ask for information
State all concerns at meeting	Table/parking lot for future discussion	Express concerns
Listen	Please turn off all cell phones and pagers for the duration of the meeting	Balance inquiry and advocacy
Agenda beforehand w/relevant information	Focus on strategic issues	Honor Confidentiality
Review meeting action items, include dates and times	Share ideas	

Observation Clinic

We are going to observe a number of teaching episodes using Lenses One and Two. You will need to refer to the Three-Step Process and the Calibrating Conversation Map for this activity.

Configuration: Triads

Each member of the triad will need to assume each of the following roles:

Role One: Principal

Role Two: Teacher

Role Three: Process Recorder and Observer (Collecting Feedback)

(Please switch roles so each group member can be the principal, teacher, and process recorder and observer.)

We will model a role play after the first teacher observation.

Notes:

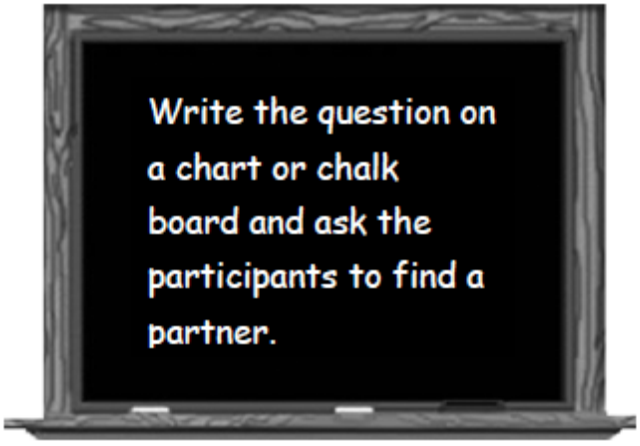
Pass the Question Protocol

Adapted from *Science Formative Assessment*, by Page Keeley

Pass the Question is a protocol that provides an opportunity for participants to collaborate in activating their own ideas and examining other people's thinking. Partners work together to create a partial response to a question, then switch their work with another pair of participants. They then take the response that the other partnership began and add to it and revise it. It is okay to reword what has been written, but not to completely remove an idea or concept. In the end, the four participants merge their pairs and take a look at what has been created.

It is important to develop a question for this activity that will elicit a rich explanatory response. It can be used after reading a text as a way to debrief the information in the passage.

Directions:



- Have them work on their response for only about five to seven minutes before asking them to find another "partnership" to switch responses with.
- Give them another five to seven minutes to work on completing their "new" response.
- At that point the two partnerships join together to create a group of four.
- In their groups of four, they can examine the two responses that all four people have had input in creating.

POMS

Configuration: Solo and then Partner

1. **Read assigned pages**
2. **Identify "Points of Most Significance" – POMS**
3. **Share with a New-to-You Partner**

	Points of Most Significance POMS

Chalk Talk

A Chalk Talk is an uncomplicated, silent reflection or a spirited, but silent, exchange of ideas about a thought-provoking question.

Facilitator Directions:

1. Chart paper with an oval in the center is placed in the center of a table or hung on the wall. A question is either pre-written or can be copied into the oval on the chart paper. Today's question is:

2. Markers are needed for participants to respond.

3. Explain VERY BRIEFLY that the "Chalk Talk" is a silent activity. No one may talk at all and anyone may add to the "Chalk Talk" as they please.

4. The participants begin by writing answers to the question. Participants write as they feel moved. They can comment on other people's responses simply by drawing a connecting line to the different responses and adding to it with their own question or comment.

5. Timing: Approx. 5-7 minutes depending on the group size. There are likely to be long silences — that is natural, so allow plenty of wait time before deciding it is over.

6. In your table team, discuss the following reflecting questions:
   - Which ideas resonated with you?

Triad with Observer (Meta-coach)

1. Teacher, Observer, and Principal – Triad members do all three roles (change seats and roles)
2. 5-Minute feedback by Principal
3. 5-Minute feedback by Observer and Teacher
4. When three rounds are completed, debrief the process as a team for 7 to 10 minutes

Look-fors:

Clarifying and meditational language stems (provided)

Pausing

Paraphrasing

Too many questions by Principal (interrogation)

Too much talking by Principal (lecture)

Use 3-point Conversation

Geography matters (sit in circle)

Monitor body language

Ask permission for a suggestion (positive-suggestion-positive PSP)