Building Systems for Whole Child Success

No Child Left Behind Signed into Law Jan. 8, 2002

NCLB Theory of Action

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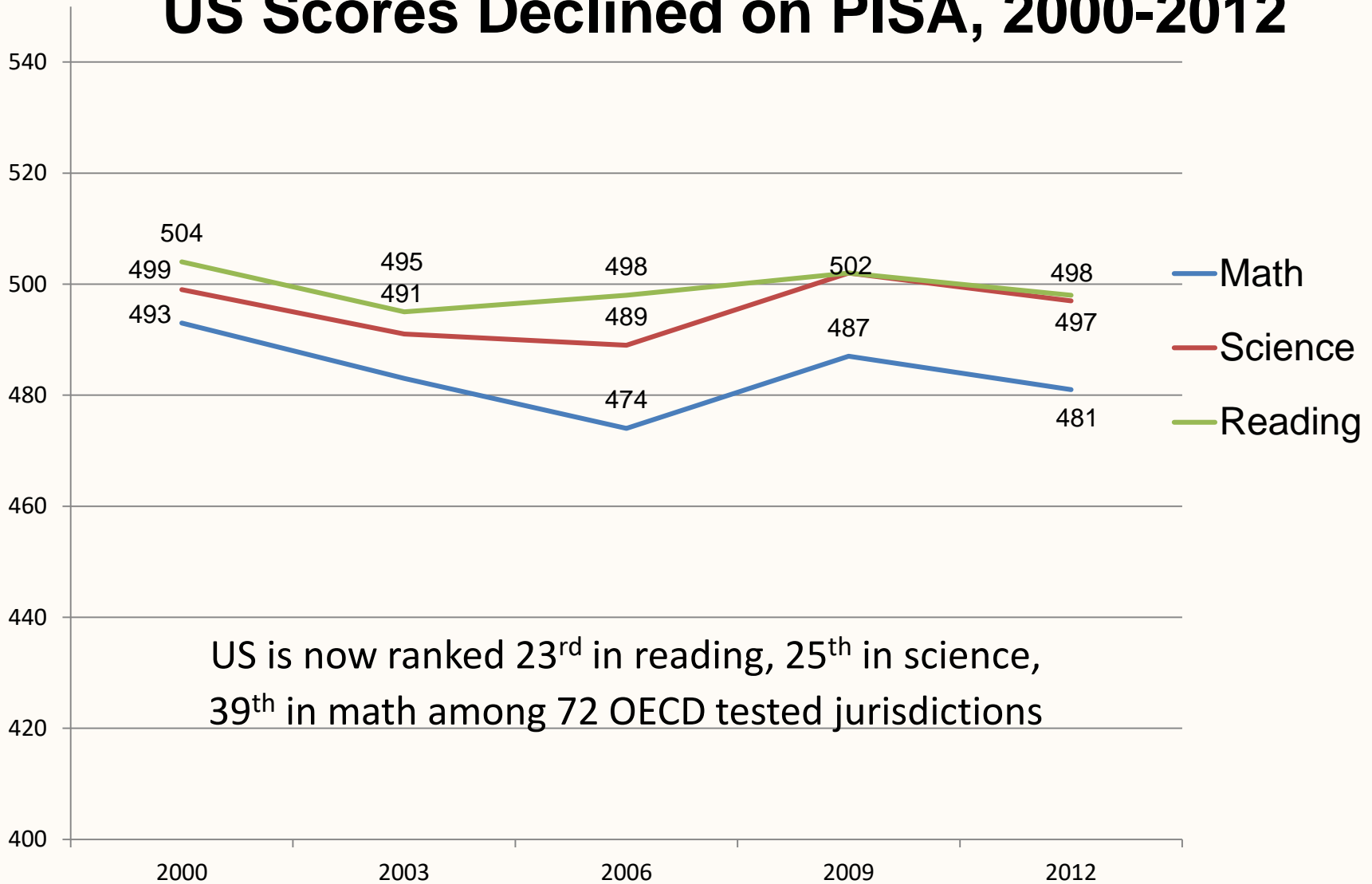
Strategies

- 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 Scores Declined on PISA, 2000-2012

Math
Science
Reading

US is now ranked 23rd in reading, 25th in science, 39th in math among 72 OECD tested jurisdictions

Why Didn't Outcomes Improve?

- Focus on sanctions for schools & teachers left important factors out of the mix
  - -- Unequal & inadequate school resources
  - -- State / district policies
  - -- Growing Poverty, Homelessness
- State Tests Focused on Low – Level Skills
- No Incentives for Enriching Curriculum
- Drivers of Achievement Were Invisible
- Mandated Solutions Often Unhelpful

What are the highest-achieving nations doing?

# High Performers Combine Quality with Equity
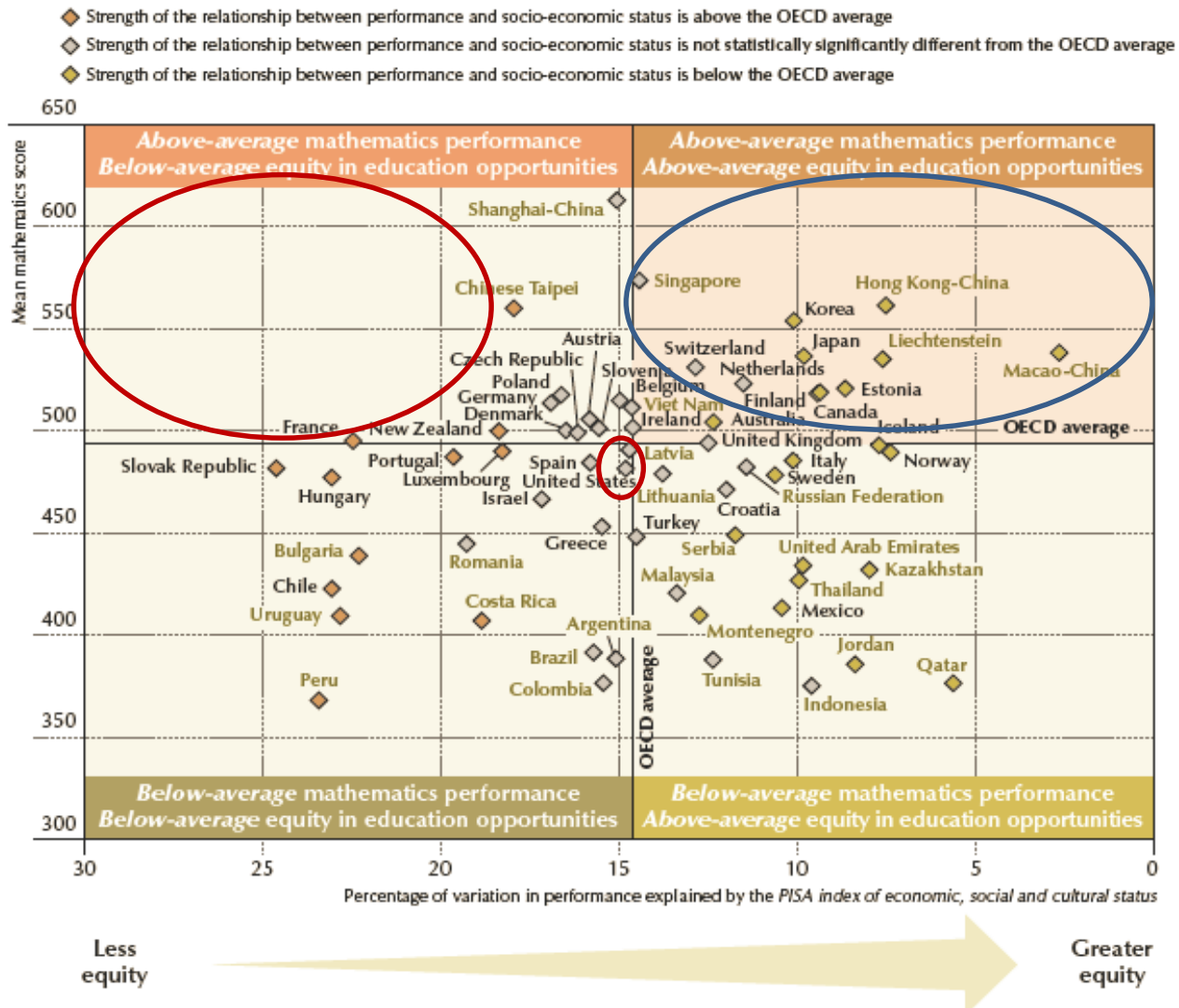
Policies in High-Performing Nations

- Supports for children's welfare, including health care, income security, and preschool
- Equitable resources to schools
- Major investments in educator preparation and ongoing support
- Schools designed to support teacher and student learning
- Equitable access to a rich, thinking curriculum
- Performance assessments focused on higher order skills

Similar Policies Drive State Achievement Differences

NAEP 8th Grade Reading 2013

St
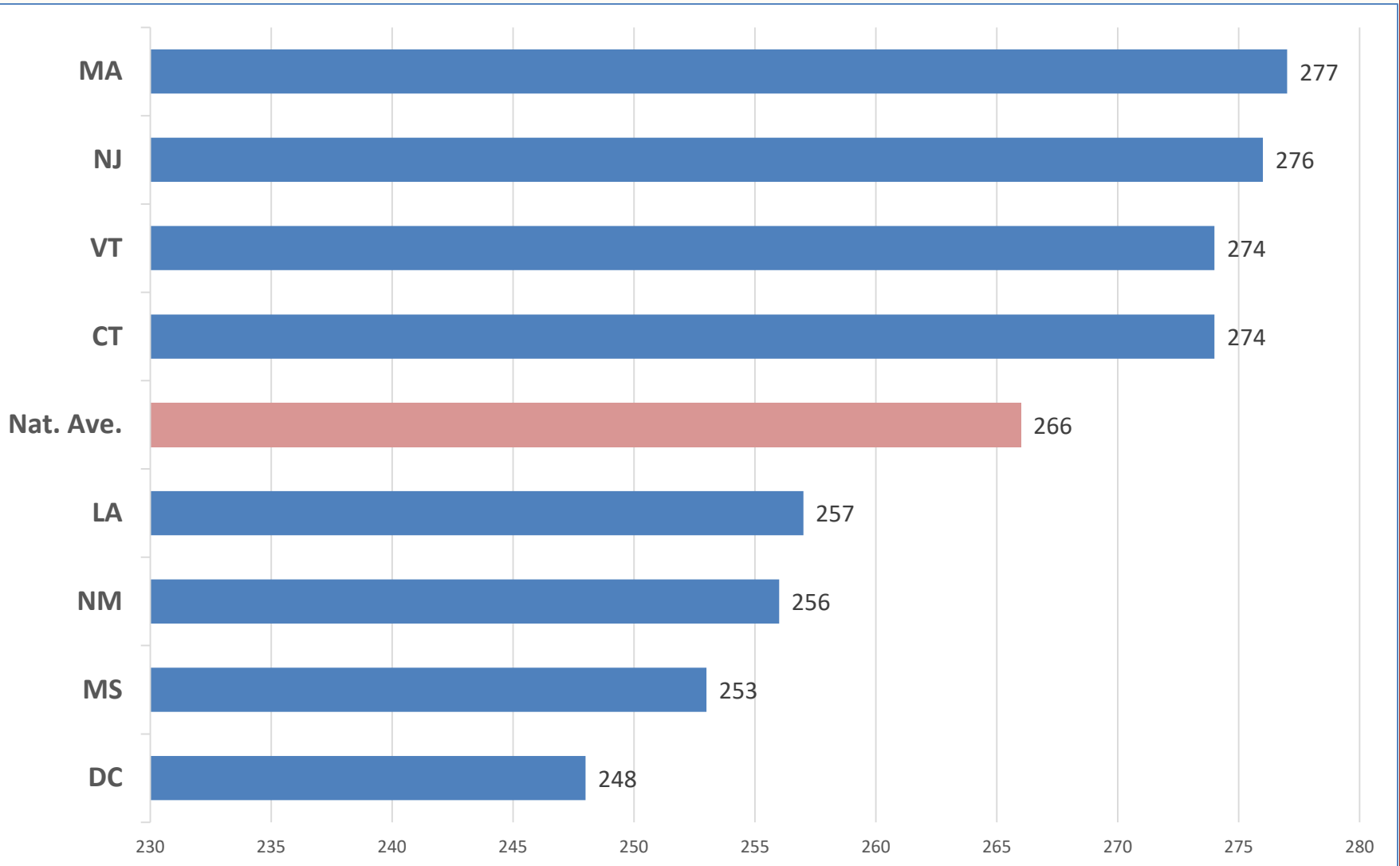
MA, CT, & NJ Reforms Leading to High Achievement in the 1990s

- Equalized school funding with $ based on pupil needs
- Invested in preschool and health care statewide
- Raised educator salaries & standards
- Improved and funded educator preparation
- Established student standards focused on higher order skills with high-quality, open-ended assessments
- Invested in high-quality PD (e.g. Reading Recovery, National Writing Project, math networks) & PLCs
- Fostered school redesign, including community schools
- Pursued steady policies for > 15 years

A Whole Child, Whole School Model

New Opportunities: On December 11th, 2015, No Child Left Behind was Left Behind

A New Approach Theory of Action

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

Strategies

- Investments focused on children's needs
- Supports for capacity building
- A dashboard of indicators reflecting
   -- Student success
   -- Engagement
   -- Opportunities to learn
- Systems for school review and supports for continuous improvement

Key Questions: Are We…
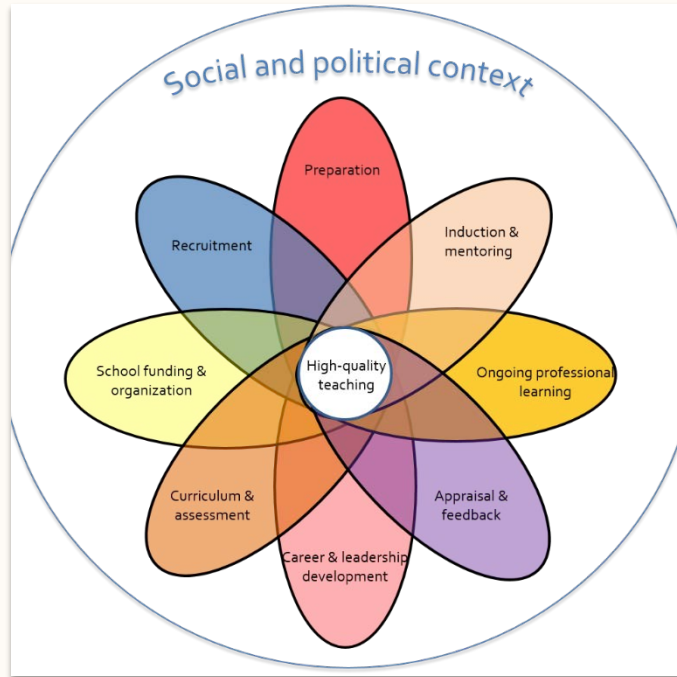
Building a System?

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 preparation and PD

-- Expert mentoring, coaching

-- Social, emotional, & academic

-- Supportive of diverse learners

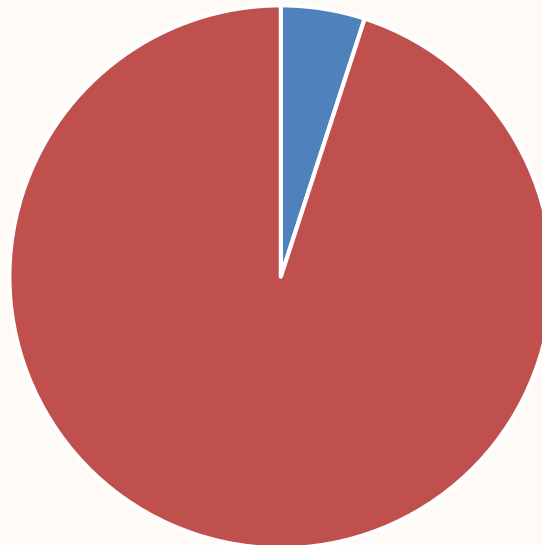School redesign supports

Leadership development

Different logics about how to help schools improve

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

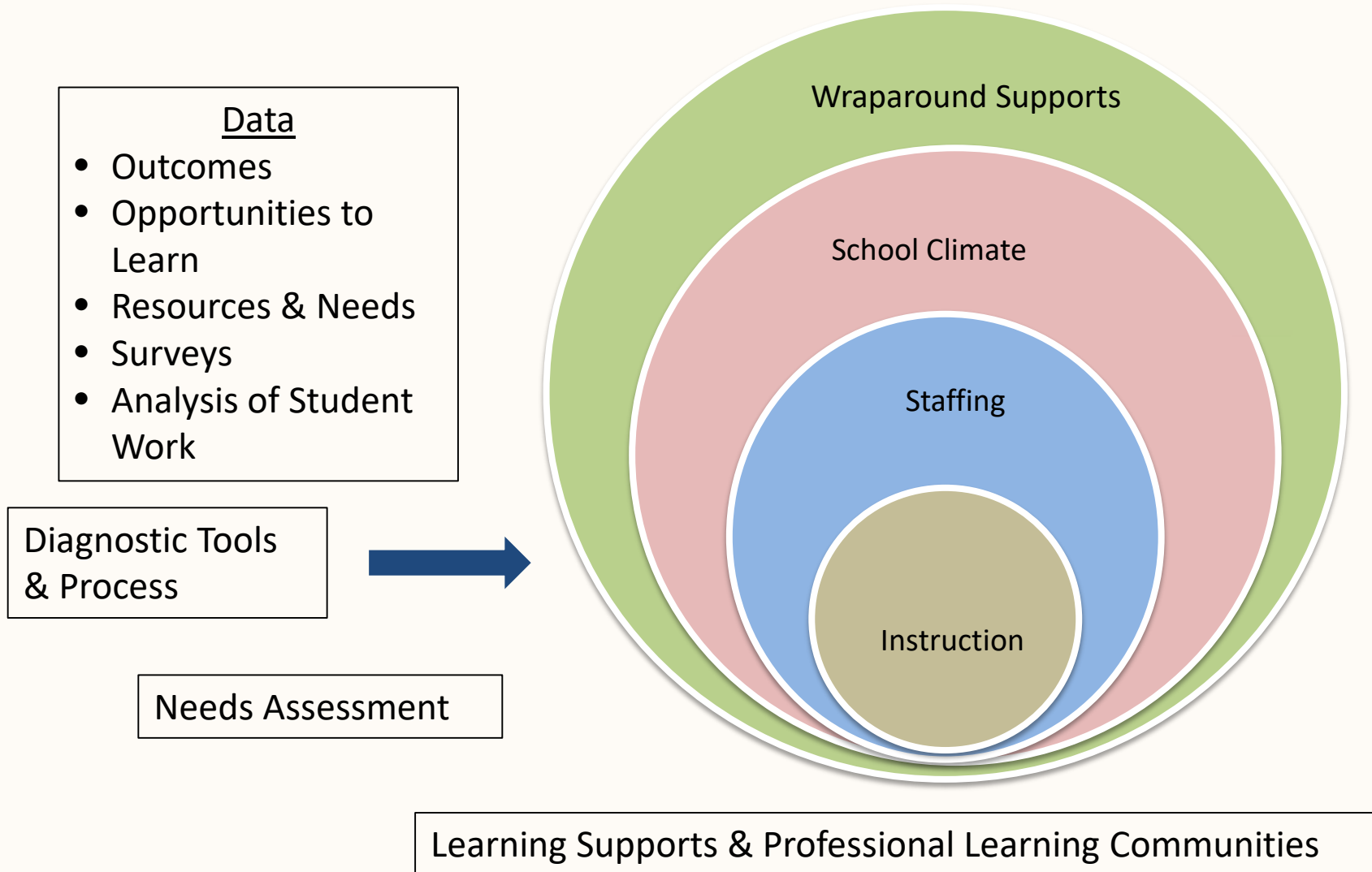Goal = finding and improving bottom 5%

Focus on continuous improvement by <u>all</u> schools, belief that the "next level of work" is different in different schools

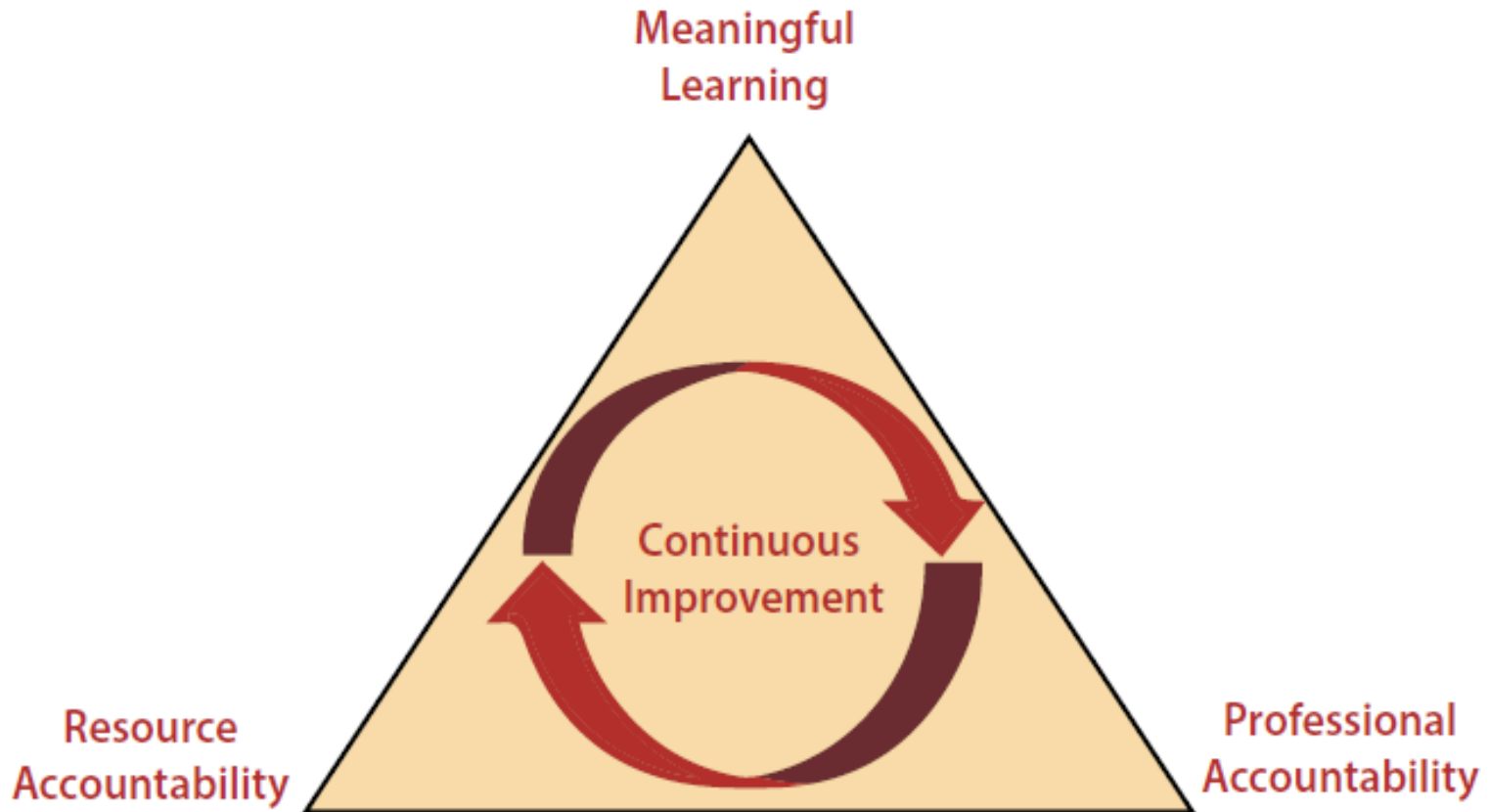Goal = providing information for diagnosis and opportunities for focused improvement

■ CSI Schools   ■ All the Rest   ■   ■

Evaluating School Needs

Data
- Outcomes
- Opportunities to Learn
- Resources & Needs
- Surveys
- Analysis of Student Work

Diagnostic Tools & Process

Needs Assessment

Wraparound Supports

School Climate

Staffing

Instruction

Learning Supports & Professional Learning Communities

Key Elements of an New Accountability System

Looking Ahead:
What Kind of Learning?

LEARNING POLICY INST

DEMAND FOR SKILLS IS CHANGING

Complex Communications

Expert Thinking

Routine Manual

Routine Cognitive

Non-routine Manual

Percentile Change from 1960

10
8
6
4
2
0
-2
-4
-6
-8
-10

The dilemma of schools:
The skills that are easiest to teach and test are also the ones that are easiest to digitize, automate, and outsource

1960   1970   1980   1990   1998

Source: Murnane & Levy
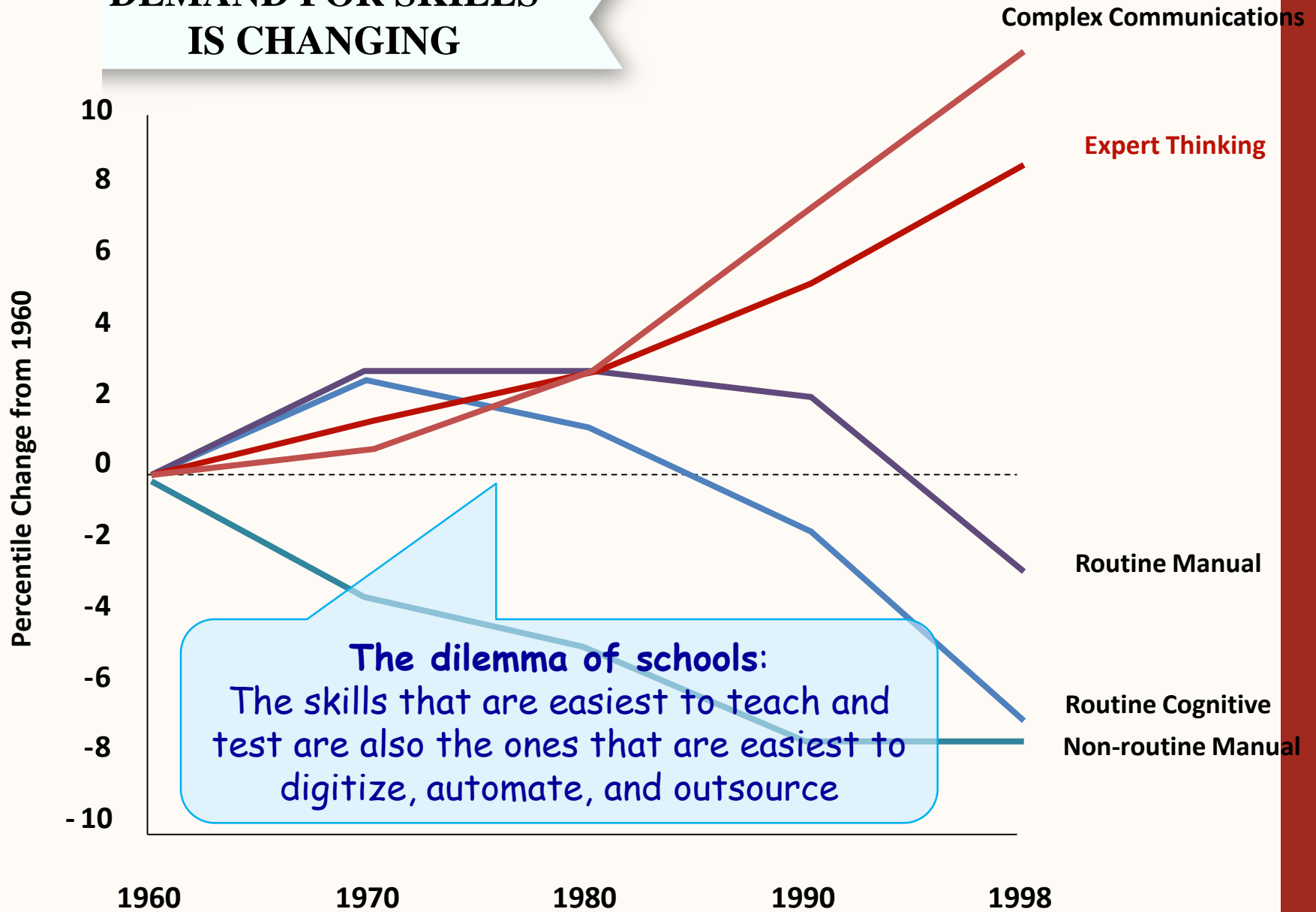
FORTUNE 500 MOST VALUED SKILLS

1970

1999

Writing	**1**
Computational Skills	**2**
Reading Skills	**3**
Oral Communications	**4**
Listening Skills	**5**
Personal Career Development	**6**
Creative Thinking	**7**
Leadership	**8**
Goal Setting/Motivation	**9**
Teamwork	**10**
Organizational Effectiveness	**11**
Problem Solving	**12**
Interpersonal Skills	**13**

Google

← B44

Lobby

Teaching for Learning Ability

The abilities to
- Transfer and apply knowledge
- Analyze, evaluate, weigh and balance
- Communicate and collaborate
- Take initiative
- Find and use resources
- Plan and implement
- Learn to learn

Social emotional learning

- Know and manage self and emotions, including stress
- Have empathy and interpersonal skills
- Engage in positive relationships
- Collaborate well
- Make good decisions
- Behave ethically and responsibly
- Have a growth mindset
- Be resourceful, persevering, and resilient

- Teaching SEL skills has been found to:
  - Foster personal, social, and academic success
  - Reduce opportunity gaps

What Kind of Schools Can Create these Abilities?

SCHOOLS DESIGNED FOR EFFECTIVE CARING…

- Strong, Continuous Relationships
- Small Learning Communities
- Looping
- Positive Climate
- Advisory Systems
- Close family contact

High Schools for Equity

Policy Supports for Student Learning in Communities of Color

Diane Friedlaender • Linda Darling-Hammond
with the assistance of
Alethea Andree • Heather Lewis-Charp • Laura McCloskey
Nikole Richardson • Ash Vasudeva

A Study by the School
Redesign Network at Stanford University
Sponsored by Justice Matters

Stanford Center for Opportunity Policy in Education

Elementary Schools for Equity:
Policies and Practices that Help Close the Opportunity Gap

By Laura Wentworth, Julie Kessler, and Linda Darling-Hammond

And Authentic Learning

- Inquiry-Based learning
- Culturally connected curriculum
- A Pedagogy of Revision and Mastery
- Authentic Assessment that demands analysis and application

Well-Trained Teachers Matter

The Importance of Teacher Knowledge

"What the evidence suggests most strongly is that teacher quality matters and should be a major focus of efforts to upgrade the quality of schooling. Skilled teachers are the most critical of all schooling inputs."

- Ronald Ferguson

"Paying for Public Education: New Evidence on How and Why Money Matters." *Harvard Journal of Legislation, 28* (Summer 1991), pp. 465-498.

Elements of a
Teaching Quality System
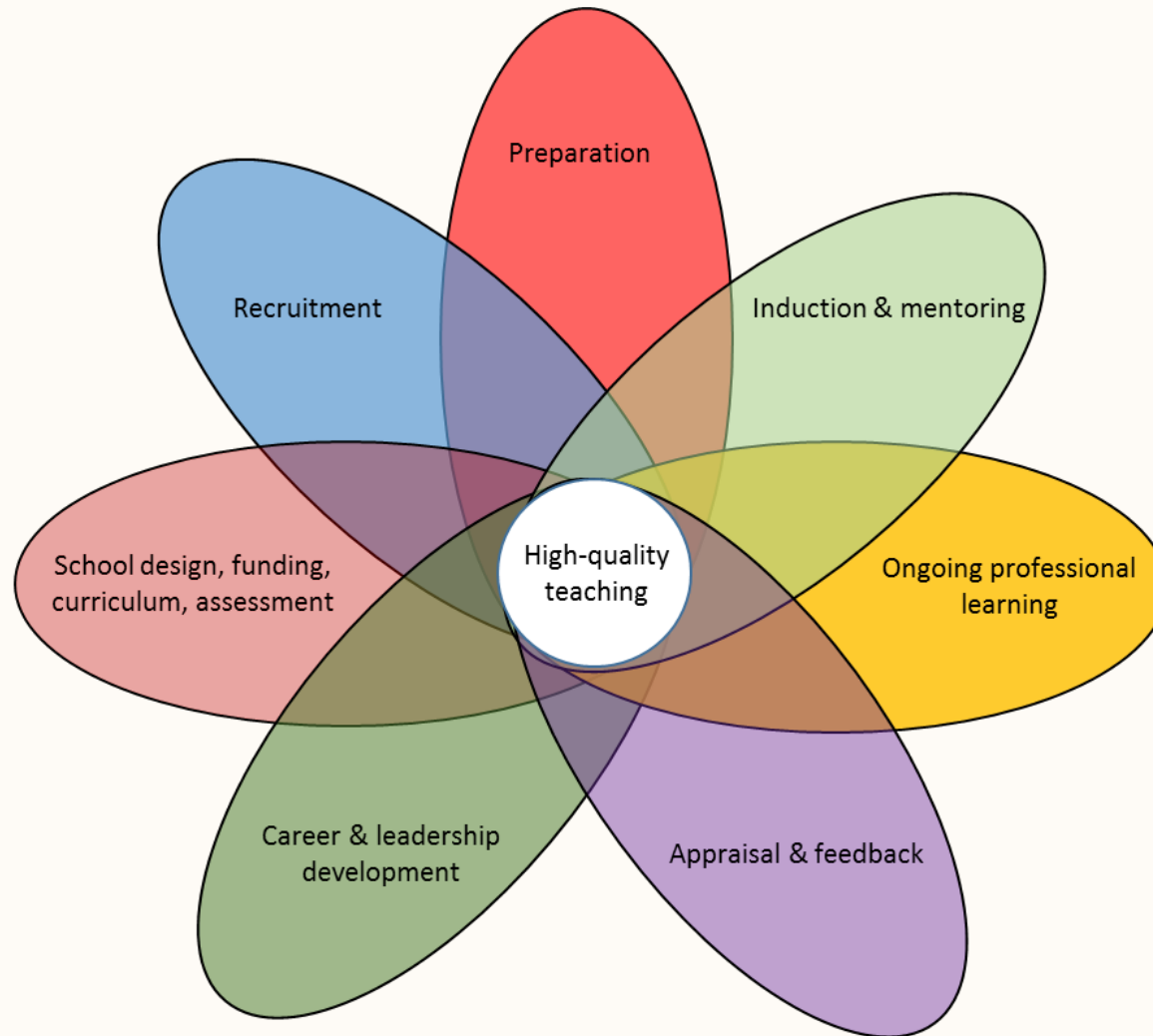
What Kind of PD ?

LPI Study on
Effective Professional Development

- Reviewed 35 studies that:
    - Are methodologically rigorous
    - Demonstrate positive link between teacher PD and student outcomes
- Identified common features

A Paradigm Change

- FROM:
- Sit and get
- Drive-by
- One size fits all
- Disconnected from teachers' classroom and students

- TO:
- Content-focused
- Active
- Collaborative
- Using models & modeling
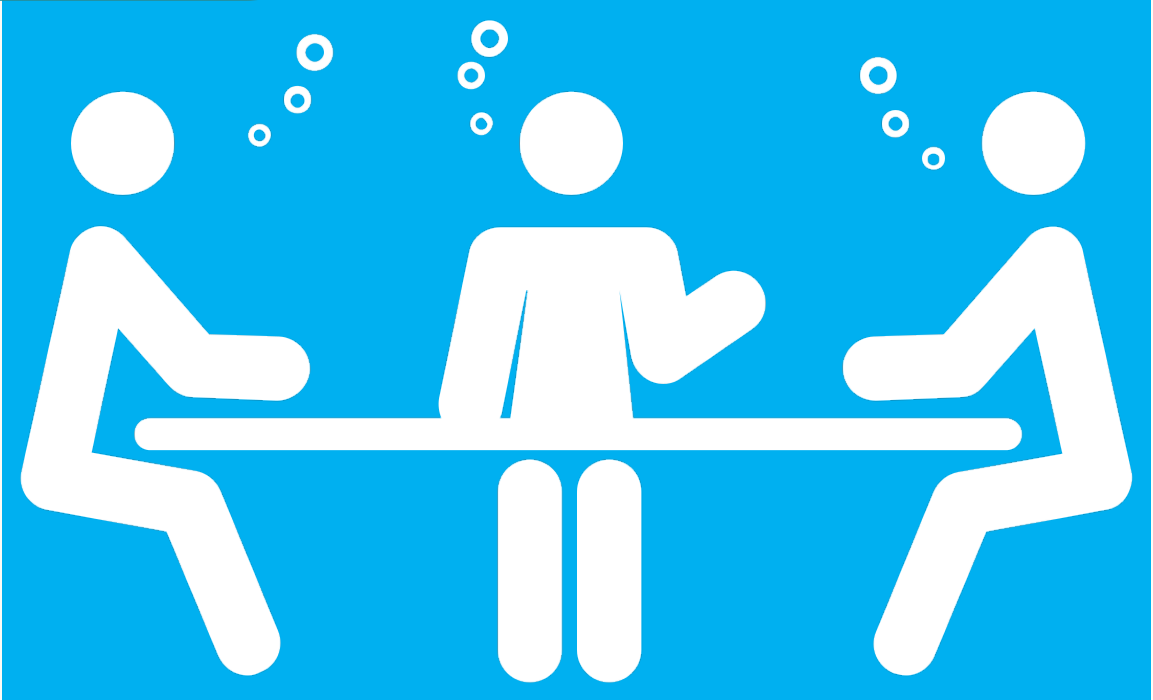- Coaching
- Feedback and reflection
- Sustained over time

The more frequently teachers participate in *collaborative practices* with their colleagues,

the higher their level of *self-efficacy and job satisfaction*.

And the more likely they are to use innovative practices.

Assessments Can Support Student and Teacher Learning

- As models of good instruction
- As exemplars of quality work and standards
- As diagnostic information regarding learning – especially when feedback shows actual performances, not just scores
- As a focus for professional conversation about standards, curriculum, and instruction
- As information to guide investments in professional development

Assessment
of, as, and for Learning

Assessments are structured to continuously improve teaching and learning.

NH 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.

SBAC HS Research Task:
Nuclear Power

As chief-of-staff for a U.S. Congresswoman, you need to address a proposal by a power company to build a nuclear plant in the state, to be announced tomorrow morning. You must:

- Conduct research on the pros and cons of nuclear power. Summarize what you have learned, evaluating the credibility of sources.
- Write an evidence-based memo offering a recommendation about whether to support or oppose the plan, addressing both sides of the issue.
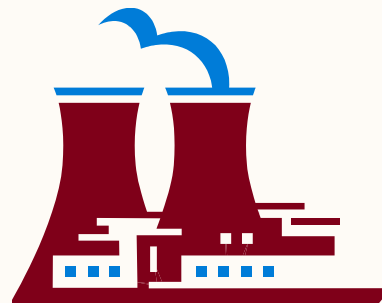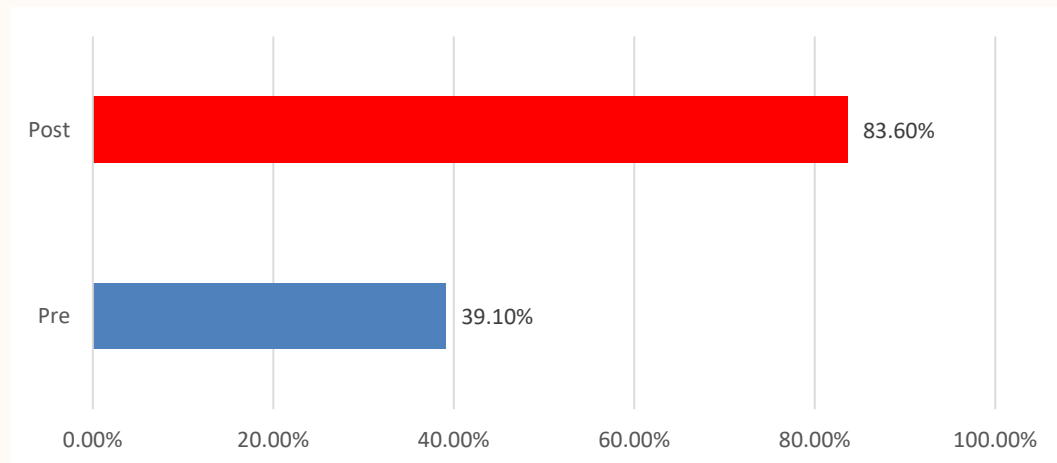
Building Educator Assessment Literacy (BEAL)

I am familiar with criteria for high-quality performance assessment.
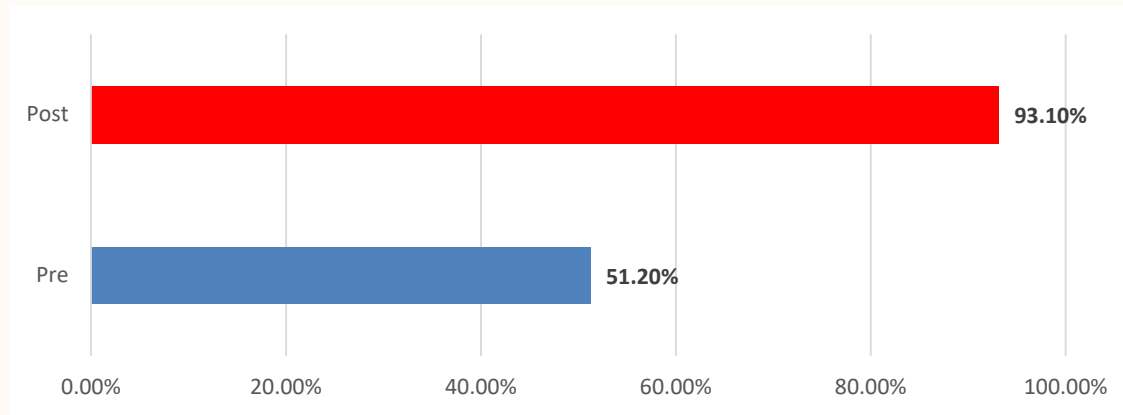
I feel that I have had sufficient professional training to support the shift to the Smarter Balanced Assessment.

After the Scoring Sessions

- "Scoring student responses to the SBAC Performance Tasks deepened my understanding of the State Standards." 88%

- "….deepened my understanding of the assessment System." 97%

- "… helped me think about ways to enact curriculum-embedded performance assessment with my students." 96%

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."

Putting it All Together

Key Tasks

- School Funding linked to pupil needs & community engagement
- Early learning
- Supports for a thinking curriculum
- Investments in educator learning
- Encouragement for school redesign
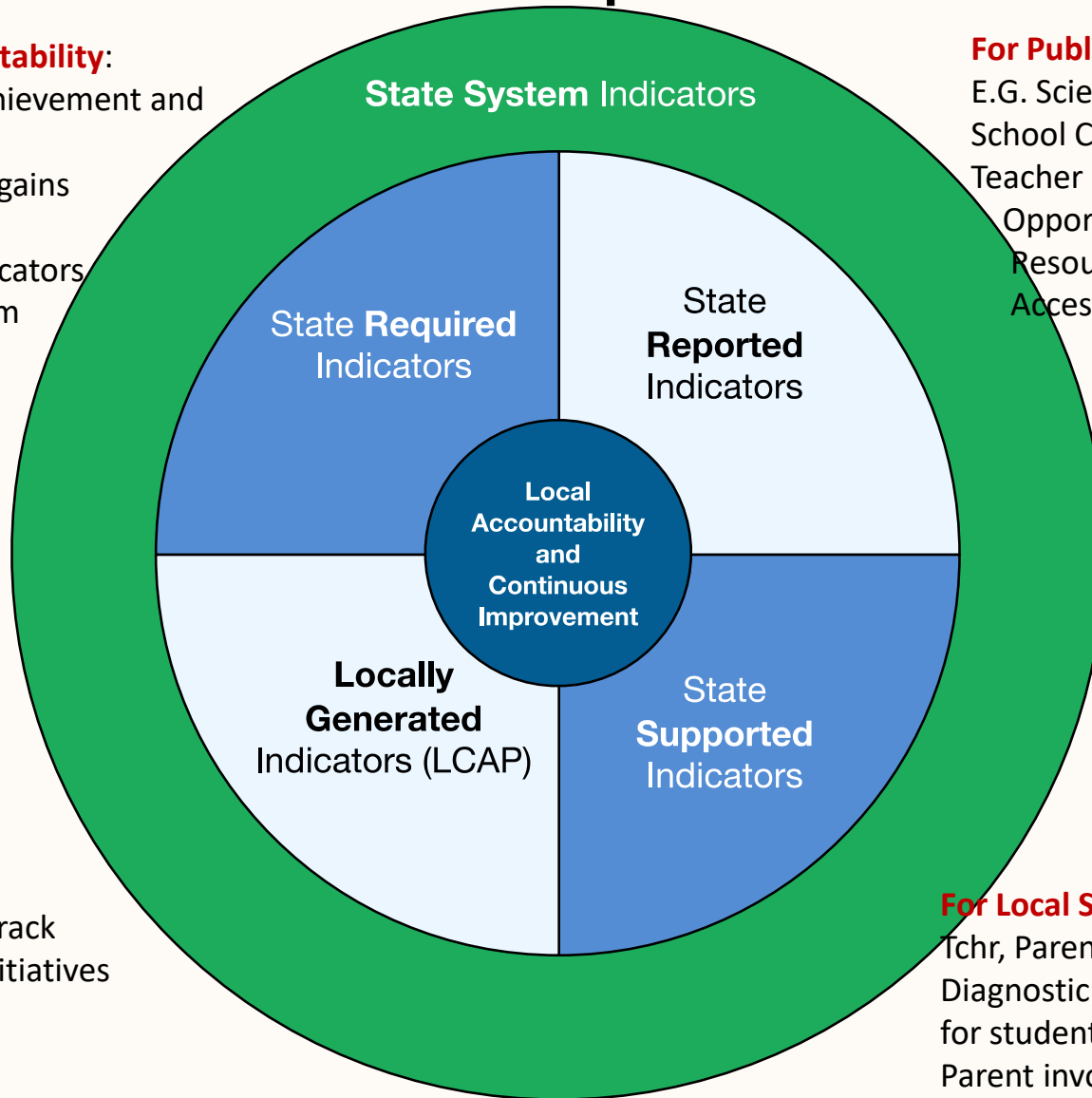- Continuous improvement strategy

Multiple Measures of School Progress Can Support Continuous Improvement

For Federal Accountability:
E.G. ELA / Math Achievement and Growth
English proficiency gains
Graduation rates
College/Career Indicators
Chronic absenteeism
Suspension rates
School climate

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

State System Indicators

State **Required** Indicators

State **Reported** Indicators

Local Accountability and Continuous Improvement

Locally Generated Indicators (LCAP)

State **Supported** Indicators

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
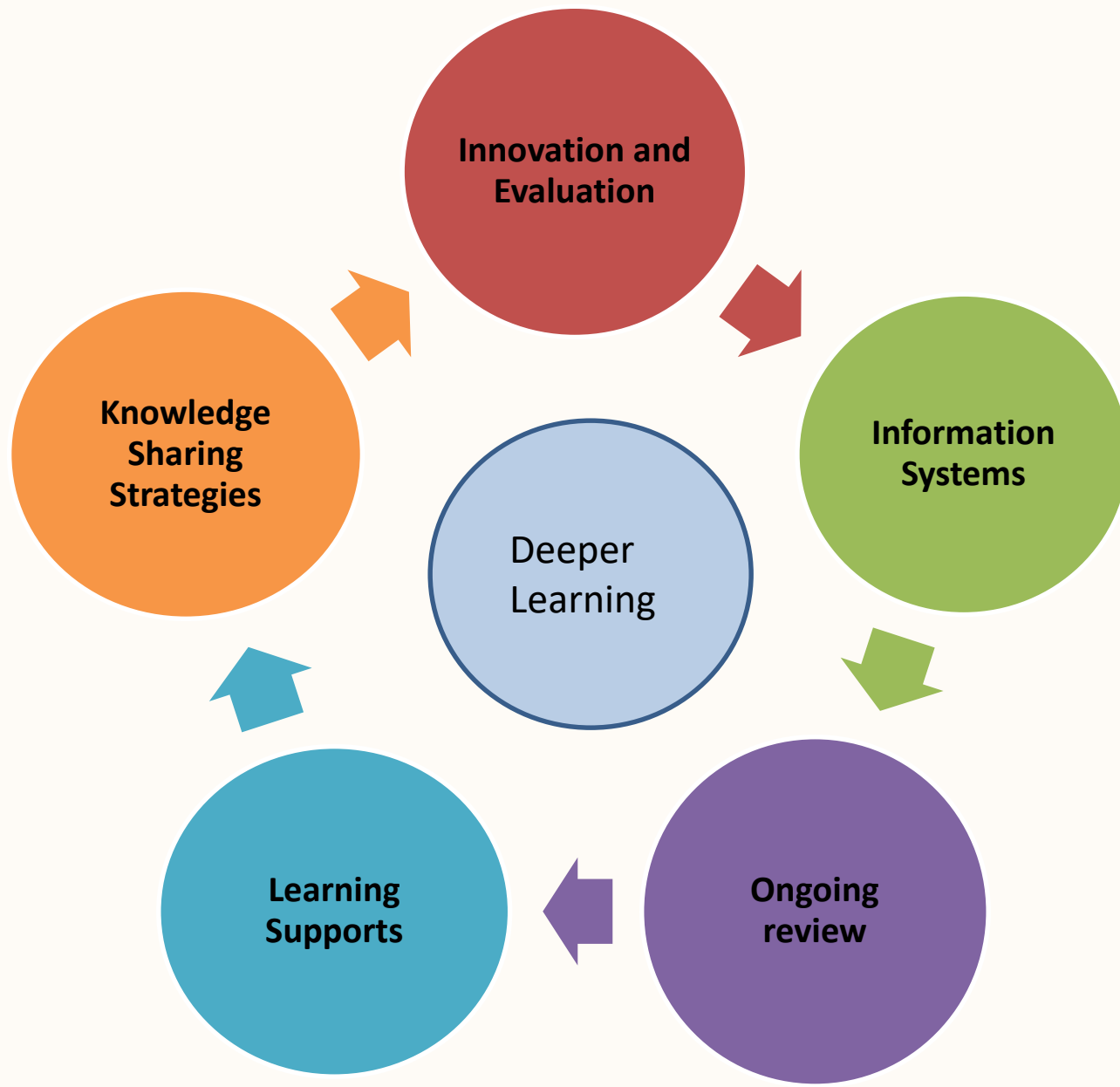
Elements of a Continuously Improving System

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

21ˢᵗ Century Learning for All

"What the best and wisest parent wants for his or her child, that must the community want for all of its children. Any other goal is narrow and unlovely. Acted upon, it destroys our democracy… Only by being true to the full growth of all the individuals who make it up, can society by any chance be true to itself."

-- John Dewey