

# ***OLAC Action Forum General Session***

Presented by: **Brian McNulty**

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**The  
Leadership  
and Learning  
Center™**

## **OLAC Action Forum**

### **General Session**

**December 3, 2010**

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### **Outcomes**

- Review updates to the OLAC Website and Modules
- Make connections to RttT, Senate Bill 1, OIP and the OLAC Modules
- Support the use of the modules in learning

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### **Background on OLAC Ohio's Improvement Work**

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## Review Questions

- What matters most in terms of student achievement?
- After this, what matters most?
- What do effective leaders do?
- What is the most important thing to focus on?
- How do you strengthen and improve instruction?

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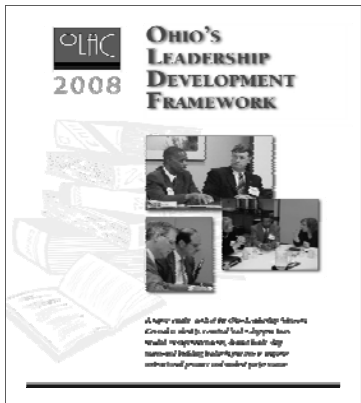
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[www.ohioleadership.org](http://www.ohioleadership.org)

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## OH Leadership Development Framework

- Data & the Decision-Making Process
- Focused Goal-Setting Process
- Instruction & the Learning Process
- Community Engagement Process
- Resource Management Process
- Board Development & Governance Process

[www.ohioleadership.org](http://www.ohioleadership.org)

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## **Building Leadership Team Focused Goal Setting Process**

- Introduction
- Importance of identifying, based on a review of data, a limited number of strategies...concentrated focus on the core work that needs to be done to improve student performance.
- Reducing the number of initiatives to align improvement efforts on a district-wide basis around two or three focused goals
- Developing one plan...aligned with district goals.

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## **Building Leadership Team Data & the Decision-Making**

- Essential Skills & Practices
- Establish data teams (including course, grade level, grade band or vertical team, department) and implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about teaching and learning.
- Ensure data teams use building, course, and classroom data to constantly monitor progress in meeting performance targets

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## **Building Leadership Team Data & the Decision-Making**

- Essential Skills & Practices
- Ensure data teams use building, course, and classroom data to constantly monitor progress in meeting performance targets
- Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress toward meeting district goals.

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## Building Leadership Team Instruction & the Learning Process

- Importance of a focus on 21st century skills, ensuring that all children combine core subject mastery with other significant skills, including critical thinking and problem solving, creativity and innovation, communication, and collaboration skills;
- Importance of developing collaborative structures

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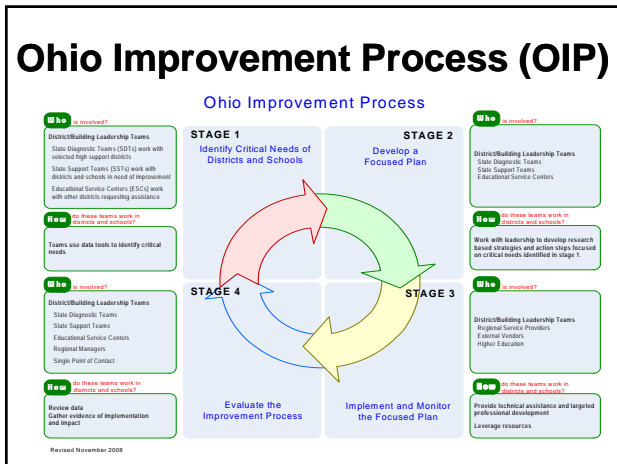
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## Ohio Improvement Process (OIP)




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## Race to the Top (RttT)

- Standards and assessments
  - rigorous curriculum, formative instruction
- Data systems
  - instructional information system- IIS
- Great teachers and leaders
  - value-added, evaluation with multiple measures, professional development, residency, PAR
- Lowest achieving schools
  - innovation programs

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## What's the Work? H.B. 1

- Evaluation, including multiple measures of effectiveness for teachers and principals
- Targeted professional development based on results of multiple measures
- Peer Assisted Review (PAR) programs
- Residency for new teachers
- Career ladders

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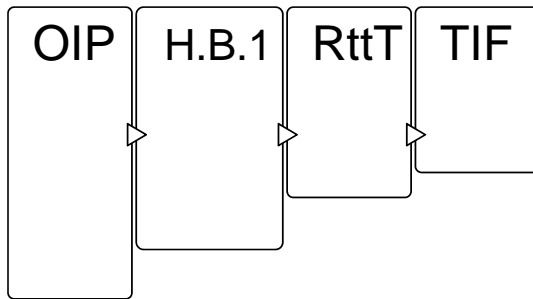
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## How Does it All Fit Together?




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## Legislative Alignment

Reform initiatives	RTTT	ESEA	Ohio HB 1
Developing and Implementing Common Standards	X	X	X
Developing and Implementing Common, High-Quality Assessments	X	X	X
Supporting the Transition to Enhanced Standards and High-Quality Assessments	X	X	X
Fully Implementing a Statewide Longitudinal Data System	X		
Accessing and Using State Data	X	X	X
Using Data to Improve Instruction	X	X	
Improving Teacher and Principal Effectiveness Based on Performance	X	X	X
Providing Effective Support to Teachers and Principals	X		
Community/Parent/Family Engagement		X	X

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## Modules to Support the Work

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## OLAC/ OIP/ RTtT/ HB1 Linkages

- Creating cultures grounded in data –
- Development of a focused plan
- Team development - DLT, BLT, TBTs
  - The collaborative process
  - The change process

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## OLAC/OIP/ RTtT Linkages

- Instructional Improvement
  - The instructional Process
  - Facilitating high quality instruction
  - Learning Supports
- Assessment
  - Assessment and learning
- Community Engagement

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**Example:  
Race to the Top**

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**1. Standards & Assessment**

OLAC Module Title: Effective Curriculum Practice

1. Content: Standards; Curriculum Mapping and Alignment; Addressing 21<sup>st</sup> Century Skills
- 2.Video: Clear Learning Targets
- 3.Questions & Activities: Advanced Activity # 2–linking standards to curriculum and teaching strategies

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**1. Standards & Assessments**

OLAC Module Title: Assessment

1. Content, Video, & Documents: Effective Assessment Enhances Student Achievement. Two Types of Assessment (formative & summative) for increased student learning, and provides tools to evaluate your current assessments.)
2. Questions & Activities 1 & 2 (Basis for developing formative assessments, including short cycle classroom assessments & self-monitoring)

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## 1. Standards & Assessments

**OLAC Module Title: Learning for the Future**

1. Videos: This Flat World: Creativity, Innovation and Design, Developing Critical Thinking Skills (Video profiles a great teacher leading an elementary class.)
2. Content: Characteristics of the 21<sup>st</sup> Century Learner, Transforming Assessment in the 21<sup>st</sup> Century
3. References & Research

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## 2. Using Data to Improve Instruction

- **OLAC Module Title: Creating a Culture Grounded in Data**

1. Content & Video: All Content & Videos in Module 2 support Area C.
2. Documents provide quick reference guides
3. Questions & Activities: Question 2 is a good starter question, and Activity 3 helps with the development of a timeline
4. References & Research list current articles and books for further study

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## 3. Great Teachers and Leaders

**OLAC Module Title: Effective Curriculum Practice**

1. Content: Standards; Addressing 21<sup>st</sup> Century Skills; Curriculum Mapping and Alignment
2. Video: Clear Learning Targets
3. Questions & Activities: Advanced Activity #2 – linking standards to curriculum and teaching strategies

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### 3. Great Teachers and Leaders

• OLAC Module Title: Learning for the Future

1. Content & Videos: Chardon High School; This Flat World: Creativity, Innovation and Design; Developing Critical Thinking Skills; Technology and the Future of Learning; Characteristics of the 21<sup>st</sup> Century Learner; Transforming Instruction and Assessment in the 21<sup>st</sup> Century

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### 4. Turning Around Low-Achieving Schools

OLAC Module Title: Developing a Focused Plan

1. Content: Comprehensive Needs Assessment, Common Mistakes Made in Planning and Monitoring  
2. Documents: Examples of District Smart Goals; Schedule for Plan Development, Stakeholder Feedback Survey

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### 4. Turning Around Low-Achieving Schools

OLAC Module Title: The Collaborative Process

1. Content & Video: Collaboration Defined; Making Collaboration Work in Districts & Schools (alignment of DLT, BLT, TBT); Monitoring & Implementation; Facilitating Collaboration ("how-to" facilitate teams)  
2. Questions & Activities: Activity 1  
3. Documents: Assessing the Effectiveness of Collaborative Structures; Sample protocols  
4. References & Research: Recording and Monitoring Data

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## 4. Turning Around Low Achieving Schools

**OLAC Module Title: Developing Shared Accountability – The Why, Who, How & What of Teams**

**Content & Video: Ohio Context – Structure of Teams (very relevant for monitoring data & turning around schools); Power of Teams**

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**"The strength of a district lies in its ability to nurture and support a cadre of courageous leaders who are passionate about their work and who serve as tireless advocates for all children"**

**Deb Delisle,  
State Superintendent**

**OLAC Module 1: Transforming Education**

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## **Video**

**Deb Delisle  
Module 1**

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**OLAC Framework is anchored in the following underlying premises:**

**1. Leadership needs to be viewed as a set of essential practices, the purpose of which is the improvement of instructional pedagogy and performance, regardless of role.**

OLAC Module 1: Transforming Education

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**OLAC Framework is anchored in the following underlying premises:**

**2. The district and all buildings (schools) within the district must act together as a system, acknowledging that improvement of learning is everyone's responsibility.**

OLAC Module 1- Transforming Education

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**OLAC Framework is anchored in the following underlying premises:**

**3. Leadership structures should be collaborative and include the development and implementation of district leadership teams, building leadership teams and teacher-based teams. This model is grounded in reciprocal accountability where all of the adults hold each other accountable for shared work and shared outcomes.**

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**OLAC Framework is anchored in the following underlying premises:**

**4. A collective concentration on fewer focused strategies and full implementation of these strategies district-wide (in every building, in every classroom within the building) needs to occur for improvement to be sustained.**

OLAC Module 1: Transforming Education

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**OLAC Framework is anchored in the following underlying premises:**

**5. Monitoring the degree of implementation of focused strategies is a critical part of the improvement process and emphasizes monitoring for improvement and learning (not compliance) to determine the effects on changes in adult practice and student achievement.**

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**Video**

**Redefining Leadership**

**Ensuring Change: Powerful Practices for District-wide Alignment  
Module 1**

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## Race to the Top (RttT)

- **Standards and assessments**
  - rigorous curriculum, formative instruction
- **Data systems**
  - instructional information system- IIS
- **Great teachers and leaders**
  - value-added, evaluation with multiple measures, professional development, residency, PAR
- **Lowest achieving schools**
  - innovation programs

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## Video

Larry Ainsworth

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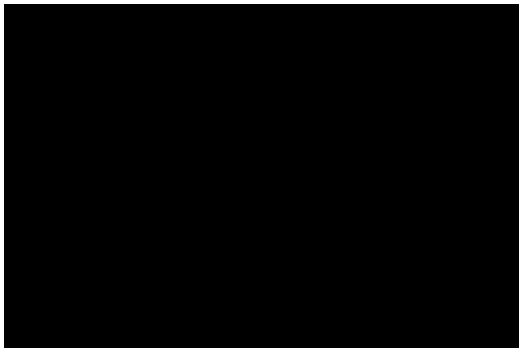
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## Assessment

- Overview of Assessment
  - Video Larry Ainsworth
- What did you learn?
- How could you use this video?

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## Assessment

- Activity – Reading
  - Effective Assessment Enhances student Achievement
- Pair up with the person next to you
- Make assignment (Section 1–2)
- Read your section (5 minutes)
- Jigsaw with your partner what you learned

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## Assessment

### Video

### Student's Measuring Their Own Learning

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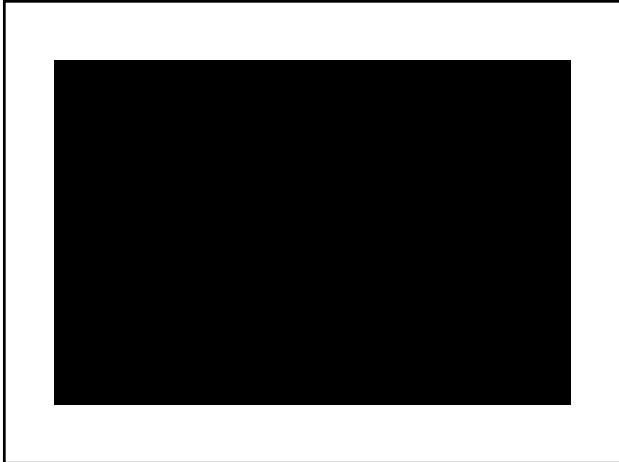
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## Assessment

### Video

#### Student's Measuring Their Own Learning

- What did you learn?
- How could you use this video?

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**“Building capacity throughout the district can only happen when the superintendent models engagement and then articulates clear expectations for other leaders at all levels of the organization to follow suit.”**

OLAC Community Engagement Module

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## Community Engagement

### 10 Core Principles

1. Begin by listening
2. Attend to people's concerns
3. Reach beyond the usual suspects
4. Frame issues for deliberation
5. Provide the right information at the right time
6. Help people move beyond wishful thinking

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## Community Engagement

### • 10 Core Principles

7. Expect obstacles and resistance
8. Create multiple and varied opportunities for deliberation and dialogue
9. Respond thoughtfully to public involvement
10. Build Long term capacity as you go

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## Community Engagement

### • Steps

1. Structuring the Process
2. Facilitating the Sessions
3. Getting People to the Table
4. Framing the Question
5. Setting the Ground Rules
6. Sharing Information
7. Focusing on Results
8. Creating Ownership

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## Review Community Engagement Discussion Questions

- Review “Community Engagement questions” in appendix
- How could these questions be used to open up discussions about important issues in your district?

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“Change only ‘sticks’ when it’s part of an organization’s culture, or ‘the way we do things around here.’”

John Kotter (1996)

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## Resource Management

“Districts can be efficient in allocating school district resources.

But if the effect of those allocations does not result in improved classroom instruction and student achievement, one can legitimately question whether the district has truly achieved its mission.”

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## Resource Management

A review of recent research revealed that districts that effectively allocated and managed resources to improve student achievement displayed organizational attributes that other districts did not.

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## Resource Management

- These attributes included:
  - engagement in an ongoing improvement process,
  - intentional data-driven decision making,
  - defined autonomy between the building and the central office, and
  - shared leadership

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## Resource Management

In addition, these effective districts engaged in specific resource allocation and management practices that determined how time, staff, money, and programs were utilized to support instruction and achievement.

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**The question they are trying to answer is:**

**Can we implement and learn anything important together as a whole staff?**

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**All of this work focuses on continuous improvement through six strategies.**

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### **Six Strategies**

- 1. Use data well.**
- 2. Focus your goals.**
- 3. Select and Implement shared instructional practices.**
- 4. Implement deeply.**
- 5. Monitor and provide feedback support.**
- 6. Learn/Inquire.**

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## 2 Ways to Learn as a School and District

### 1. Specific effective teaching practices

- The school or district has agreed on everyone learning some specific effective practices that are learned, implemented, monitored, and provided feedback on.

### 2. Continuous learning of effective practices

- Teacher-based teams use data to determine needs; develop shared lessons and units; develop, administer, and score shared assessments; and develop interventions.

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## Progress of the Work

- 48 districts have been a part of a training and development cohort
- Approx. 300 districts are part of the OIP
- All participating districts have
  - Focused district plans
  - DLTs and BLTs
- Many also have Teacher Based Teams

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## Next Modules

- Higher Education
- Teacher-Based Teams

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**What do we know about  
teacher-based teams–  
TBTs?**

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**Race to the Top (RttT)**

- **Standards and assessments**
  - rigorous curriculum, formative instruction
- **Data systems**
  - instructional information system- IIS
- **Great teachers and leaders**
  - value-added, evaluation with multiple measures, professional development, residency, PAR
- **Lowest achieving schools**
  - innovation programs

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**A growing body of evidence  
suggests that when teachers  
collaborate to pose and answer  
questions informed by data from  
their own students, their  
knowledge grows and their  
practice changes.**

David, J.L., (2008/2009).

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**In a comprehensive five-year study of over 1,500 schools they found that when teachers formed professional learning communities, achievement increased in math, reading, science, and history and absentee and dropout rates decreased.**

Darling-Hammond, L., et al., 2009.

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**The National Educational Longitudinal Study (NELS) found that schools that had restructured to personalize education and develop collaborative learning structures produced significantly higher student achievement gains.**

Darling-Hammond, L., 2010.

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**By using an inquiry-based team framework, achievement scores rose from the worst to the best in the district.**

Gallimore, et al, 2009

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**Caveats**

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**Like most schools that have department and/or grade-level meetings, teaching and learning were seldom on the agenda, and continuous improvement was rarely practiced.**

Gallimore, R., et al., 2009.

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**Time for collaboration by itself even when administratively supported was unlikely to improve achievement unless additional conditions were in place to structure its effectiveness.**

Saunders, W. M., et al., (2010).

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**Schools that Doubled Their Performance  
Followed a Set of Similar Strategies:**

- **Set goals**
- **Analyzed student data**
- **Used formative assessments**
- **Collectively reviewed evidence on good instruction**
- **Used time more productively**
- **Were led by leaders providing instructional leadership**

Hattie, 2009

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**Improving practice can only be done  
by teachers, not to teachers.**

Wurtzel, 2007

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**Using the Modules for  
Ongoing Differentiated  
Professional Development**

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## Race to the Top (RttT)

- **Standards and assessments**
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- **Lowest achieving schools**
  - innovation programs

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## Questions and Discussion

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## **Module : Assessment and Learning**

# **EFFECTIVE ASSESSMENT ENHANCES STUDENT ACHIEVEMENT**

### **Part 1**

Rick Stiggins and Rick DuFour (2009) summarize much of the research on assessment practices when they say "formative assessment, when done well, represents one of the most powerful instructional tools available to a teacher or a school for promoting school achievement" (p. 640). The past decade or so has brought about abundant, supportive research in this area.

One of the most frequently cited sources on formative assessment is Black and Wiliam's (1998a) meta-analysis published in an article titled "Assessment and Classroom Learning." In this article, Black and Wiliam present a review of 250 articles or chapters about formative assessment published over a nine-year period. The authors maintain that at the heart of effective teaching and increased student achievement is the skillful use of formative assessment. Research grounded in cognitive science "...has shown that formative assessment, used to discover what a student understands or does not understand, can be a powerful tool in targeting instruction so as to move learning forward" (Shepard, et al., 2005, p. 275). Central to the explanation of how formative assessment increases cognition is that the feedback it provides, when orchestrated skillfully, is extremely helpful to students (Black & Wiliam, 1998a). Black and Wiliam (1998a) found that students taught by teachers who used true formative assessment would achieve in approximately six months what would otherwise take a year, and, more important, these improvements appeared to be consistent across age brackets and content areas. These gains in achievement could also be sustained over extended periods of time and held when measured by externally mandated standardized tests (see Wiliam, Lee, Harrison, & Black,

2004).

In his 90-90-90 research on high-performing, high-poverty schools, Douglas Reeves (2004) found that one of the common characteristics of such schools was the frequent assessment of student progress, which included repeated opportunities for students to improve (p. 187). These highly successful schools also used performance assessment, especially nonfiction writing tasks, frequently, and brought teachers together for the purpose of scoring student work collaboratively (Reeves, 2004, p. 187). Lower-performing schools in the sample studied were found to use more oral than written responses (Reeves, 2004, p. 189). Also of note is the fact that the high-performing schools typically used a single rubric across all disciplines to score student writing (Reeves, 2004, p. 189). These oft-employed rubrics provided targeted teacher feedback to students and allowed them to self-assess between writing attempts. Most of the successful schools conducted weekly, classroom-based assessments of student progress (p. 188). Reeves (2004) aptly notes that in these schools, "the consequence for poor performance is not a bad grade... but more work, improved performance, and respect for teacher feedback" (p. 189).

## Part 2

Robert Marzano (2007) has also concluded that the frequency of assessments is positively correlated with higher academic achievement (p. 13) and that assessment items tightly aligned with clear learning goals are best (p. 25). Marzano (2003) cites challenging learning goals coupled with effective feedback as one of the school-level factors that must exist in order for schools to be successful. He has also noted the necessary tight alignment that must be present between assessment and curriculum: "Unless a school employs assessments that are specific to the curriculum taught, it cannot accurately determine how well its students are learning" (p. 38). His recommended action steps for a school wishing to improve in this area are as follows:

- Implement an assessment system that provides timely (once per quarter or more often) feedback on specific knowledge and skills;
- Redesign report cards to more adequately represent student learning;
- Establish few, specific, challenging goals for the school as a whole; Establish specific goals for individual students (p. 39-46).

These action steps are directly aligned with the following recommendations for district leadership teams in Ohio in Ohio's Leadership Development Framework:

- Model the effective use of data as to improve student performance
- Require the use of current aggregated and disaggregated student achievement data to establish strategies for instruction and achievement
- Set performance targets for each building and grade level, planning for the success of all children and designed to close achievement and expectation gaps for every subgroup of the population.
- Assist administrators in monitoring staff use of data to inform

- instructional decisions.
- Require the use of collaboratively developed common formative assessments to gauge student progress and guide instructional planning toward meeting district goals (Ohio Leadership Advisory Council, 2008, p. 20).

The actions steps suggested by Marzano also complement the recommendations for building leadership teams in Ohio. Building leaders must ensure teacher-based teams use assessment data effectively to impact student learning and create and maintain a school culture that monitors student achievement data to continuously improve curriculum, instruction, and professional development (Ohio Leadership Advisory Council, 2008, p. 26).

James Popham (2006) gives a resounding endorsement of improved assessment methods when he says, "Classroom assessment for learning is a marvelous, cost-effective way of enhancing student learning. Solid research evidence confirms that it works, assessment experts endorse it, and teachers adore it" (p. 82).

## COMMUNITY ENGAGEMENT - DISCUSSION QUESTIONS

1. According to Wheatley (2002, p. 24), "We weren't trained to admit we don't know. Most of us were taught to sound certain and confident...." Leaders often feel that their communities (both internal and external) expect the leader to have the answers or solutions - "that's what they pay me for." When should leaders be expected always to have answers or solutions? Under what circumstances is it best for a leader to admit to not knowing everything or to feeling challenged by a particular situation rather than acting as if he or she has an answer or a solution? Under what circumstances might such an approach prove damaging to the culture of the school or district?
2. Leadership in schools has often been hierarchical (or "top-down"), with the principal or superintendent acting as an authority figure who announces policy and oversees its implementation. The process of public engagement does not view leadership in this way, but rather views it as part of a collaborative process. What are the roles and functions of school leaders, such as principals and superintendents, when leadership is no longer considered to be top-down, but instead is seen as collaborative and fluid? How might collaborative and distributed leadership practices help to make school improvement processes understandable to stakeholders such as teachers and parents? How might such approaches help schools implement and sustain improvements? Are such approaches to leadership workable for the long-term in your school or district? Why or why not?
3. In your view, what constitutes the public's "authentic engagement" or participation in "authentic decision making?" How might your school or district cultivate the authentic engagement of its various stakeholders? What current conditions limit authentic engagement? How might those conditions be changed?

## FEEDBACK FOR FACILITATOR

SEMINAR TITLE: \_\_\_\_\_

LOCATION & DATE: \_\_\_\_\_

FACILITATOR: \_\_\_\_\_

Your feedback is very important. It fosters continuous improvement for me and for this work. Feel free to make additional comments on the back of this page.

**What was the most helpful thing you learned as a result of this session?**

**What would have helped you learn more effectively/efficiently?**

**What questions do you still have about the discussion?**

**What else would you like the presenter to know about this session?**

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SCHOOL DISTRICT: \_\_\_\_\_

NAME: \_\_\_\_\_

CIRCLE PROPER TITLE: MR. MS. MRS. DR.

TELEPHONE: \_\_\_\_\_ E-MAIL : \_\_\_\_\_

SCHOOL WEB SITE: \_\_\_\_\_

SCHOOL NAME/ ORGANIZATION: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

BUSINESS ADDRESS: \_\_\_\_\_

CITY, STATE, ZIP: \_\_\_\_\_

FAX #: \_\_\_\_\_



