Moving Teams Forward to Increase Student Learning

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We are all learners first then leaders and teachers second.

Core Beliefs

There are no perfect assessments – only better instruments of measuring growth than others.

A growth mindset entails embracing dissonance in ourselves, which is critical to our professional growth.

All learners crave do-able, stimulating challenges.

Teams adapt and grow to become authentic when boundaries remain steadfast and when they evaluate and replicate positive changes.
Learning Intentions

- Evaluate effective meetings
- Revisit the purpose of assessment
- Examine various forms of cause and effect data used in TBTs, BLTs, and DLTs
Instruction

Curriculum

Assessment

Leadership
“The single most important influence on student learning is the quality of teaching.”

Charlotte Danielson, 2007;
Robert Marzano, 2012;
Linda Darling-Hammond, 2011;
Mike Schmoker, 2008
FUTILITY OF PLC LITE:

Although many schools around the world have claimed to embrace the professional learning community (PLC) process, it would be more accurate to describe the current state of affairs in many schools as PLC Lite.

DuFour and Reeves, 2016
FUTILITY OF PLC LITE:

Educators rename their traditional faculty or department meetings as PLC meetings, engage in book studies that result in no action, or devote collaborative time to topics that have no effect on student achievement — all in the name of the PLC process. These activities fail to embrace the central tenets of the PLC process and won’t lead to higher levels of learning for students or adults.
FUTILITY OF PLC LITE:

When educators are working in a school that is truly a PLC, they recognize they must:

• #1. Work together in collaborative teams rather than in isolation and take collective responsibility for student learning.

• #2. Establish a guaranteed and viable curriculum that specifies the knowledge, skills, and dispositions students are expected to acquire, unit by unit.

• #3. Use an assessment process that includes frequent, team-developed, common formative assessments based on the guaranteed and viable curriculum.
FUTILITY OF PLC LITE:

When educators are working in a school that is truly a PLC, they recognize they must:

• #4. Use the results of common formative assessments to identify:

  ✓ students who need additional time and support for learning.
  ✓ students who would benefit from enriched or extended learning.
  ✓ areas of individual strengths or weaknesses in teaching based on the evidence of student learning.
  ✓ areas where none of the team members were able to bring students to the desired level of proficiency.
FUTILITY OF PLC LITE:

When educators are working in a school that is truly a PLC, they recognize they must:

• #5. Create a system of interventions that guarantees that students who struggle receive additional time and support in ways that do not remove them from new direct instruction, regardless of the teacher to whom they have been assigned.

DuFour and Reeves, 2016
Effective Meetings

- Evidence
- Analysis
- Action
Feedback: Teacher and Student

0.3 Typical Teacher

0.75

1.0 = 2 yrs.

.40 = about one year’s growth in one year’s time
<table>
<thead>
<tr>
<th>Educational Intervention</th>
<th>Effect Size</th>
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<tr>
<td>Teacher estimates of achievement</td>
<td>1.62</td>
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<tr>
<td>Collective teacher efficacy</td>
<td>1.57</td>
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<tr>
<td>Self-reported grades</td>
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<tr>
<td>Piagetian programs</td>
<td>1.28</td>
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<tr>
<td>Conceptual change programs</td>
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<td>Response to intervention</td>
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<tr>
<td>Teacher credibility</td>
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<td>Micro teaching</td>
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<td>Cognitive task analysis</td>
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<tr>
<td>Classroom discussion</td>
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<tr>
<td>Interventions for learning disabled</td>
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<td>Teacher clarity</td>
<td>0.75</td>
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<tr>
<td>Reciprocal teaching</td>
<td>0.74</td>
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<tr>
<td>Feedback</td>
<td>0.73</td>
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</tbody>
</table>
Types of Assessments

- Formative Simple (informal)
  - No paper, pen, pencil; not for a grade

- Formative Complex (formal)
  - Uses paper, pen, pencil; not for a grade

(most typical Common Formative Assessment)
Types of Assessments

- Summative Simple (informal)
  ✓ Smaller test (e.g., chapter test); for a grade

- Summative Complex (formal)
  ✓ Larger test (e.g., unit, midterm or final exam, high stakes state tests); for a grade or evaluation of cumulative information
Sources of Student Data

Practice: Does Not Count for Grade

Feedback

Complex Summative
- Comprehensive in nature
- Balances response types
- End of Unit
- End of Course
- Final Exam
- Quarterly or Midterm Test
- ACT/SAT/AP/IB
- Performance Assessment
- SBAC

Simple Summative
- About 1-2 weeks of learning
- Ratio, Interval, and Ordinal Data used with balanced constructed responses
- Quiz
- End of Section
- Chapter Test
- Vocabulary Test
- Math Review Quiz

Complex Formative
- Uses paper/pen
- May be 1-4 days of learning depending on the material
- Interval, Ordinal, Nominal Data used over Ratio Data
- Formative PRETEST
- Short Cycle
- Collaboratively created and scored
- Common assessments (for teacher team)

Observed Concrete

Simple Formative
- No paper/pen
- Questions
- Observations
- Assessment AS and FOR learning
- Mostly oral
Content Vs Process Assessment

Content Question

In *Charlotte’s Web*, how does Charlotte change as a character from the beginning to the end of the story?

- Dependent upon reading *Charlotte’s Web*, rather than the skill of character development

Process Question

Where is the simile in the lines: ”The next morning Tomas walked downtown. He looked at the big library. Its tall windows were like eyes glaring at him.” Why do you think it is used here?

- Dependent upon the skill of understanding literary devices, not on any one poem or text
Past Accountability Systems?
Effective Accountability Systems

Adult Actions

Student Performance

Cause Data

Effect Data
Two Types of Data

- **Cause Data:** Information based on the *actions of the adults* in the system

- **Effect Data:** *Student achievement results* from various measures
Effect Data

- Formative data
- Summative assessments
- Benchmark assessment
- Attendance

Cause Data

- Dedicated time discussing instruction
- Percentage of assessments aligned to priority standards
- Number of minutes in daily writing in building
Build Human Capital and Replicable Practices at All Levels

District Leadership Team

Building Leadership Team

Math
ELA/SS
Science

RECIPROCAL FEEDBACK
Effect Data Collected in TBTs

- Common formative assessments focused on 3-5 days of learning
- Common evidence of learning from several days of learning
- Exit tickets
- Part of a performance task
- Evidence of metacognition
Why is it important to measure metacognition?
Purpose of Building and District Leadership Teams

- Build human capital
- Monitor focus on practices/performance
- Create a repository of replicable practices
- Celebrate wins in the system
Analyzing Cause and Effect Data in BLTs

More than quantitative information

- Reports from team leaders of TBTs
- Success criteria
- Effective and ineffective instructional practices
- Effective/efficient collaborative practices
- Effective/efficient curriculum and assessment practices
Analyzing Cause and Effect Data in DLTs

More than quantitative information

- Reports from team leaders of BLTs
- Effective/ineffective leadership conditions
- Effective instructional practices that can be replicated across the district
- Impact of practices and programs with relevant disaggregated or triangulated data to support them
Great Teams Focus on Implementation

- Go slow to go fast
- Overcommunicate intentions (why before what/how)
- Structure teams for intended outcomes
- Communicate structure and purpose of your accountability system

- Purpose of Accountability
- Mastery vs Content Coverage
- Grading on Mastery vs Speed
- Consequences of Accountability
DuFour on Learning Together

“No matter how good school goals are, they cannot be met if the school isn’t organized to accomplish them. The school operates as a learning community that uses its own experience and knowledge and that of others, to improve the performance of students and teachers alike… A culture of shared responsibility is established, and everybody learns from one another.”
