

Putting It All Together: Teaching, Leadership and Learning

For the Pennsylvania Department of Education
Presented by

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You are a REVENUE SOURCE, Not an expense

- **35,000 dropouts in Pennsylvania**
- **\$9.1 billion lost wages and productivity in ONE CLASS**
- **\$505.5 million in medical care**
- **\$288 million PER YEAR SAVINGS from a FIVE PERCENT REDUCTION IN MALE DROPOUT RATE**

Source: Alliance for Excellent Education, 2009, www.all4ed.org

Overview

- **Closing The Implementation Gap**
- **Confronting Realities**
- **Turnarounds That Work**
- **Reconsidering 21st Century Skills**

From the Shorter OED (5th ed.)

- *The term “train” in noun form comes from the Old French, traine, connoting “guile, deceit, ruse” and is defined as “an act or scheme designed to deceive or entrap someone; a trick, a stratagem.” As a verb, the first definition of “train” is “Draw or pull along; drag, haul.” As a transitive verb it means “drag out, protract, spin out; spend or pass time slowly or tediously.”*

Interactive Learning

- Choose your learning style – teams, pairs, or alone
- Five learning activities – 10-second countdown
- Questions, challenges, and success stories during breakout
- Slides and articles available free at www.LeadandLearn.com

The Latest Research on the Implementation Gap

Planning for Success:

- **Comprehensive Needs Assessment**
- **Inquiry Process**
- **Prioritization – six or fewer**
- **Specificity**
- **Measurability**
- **Monitoring**

Does it Work?

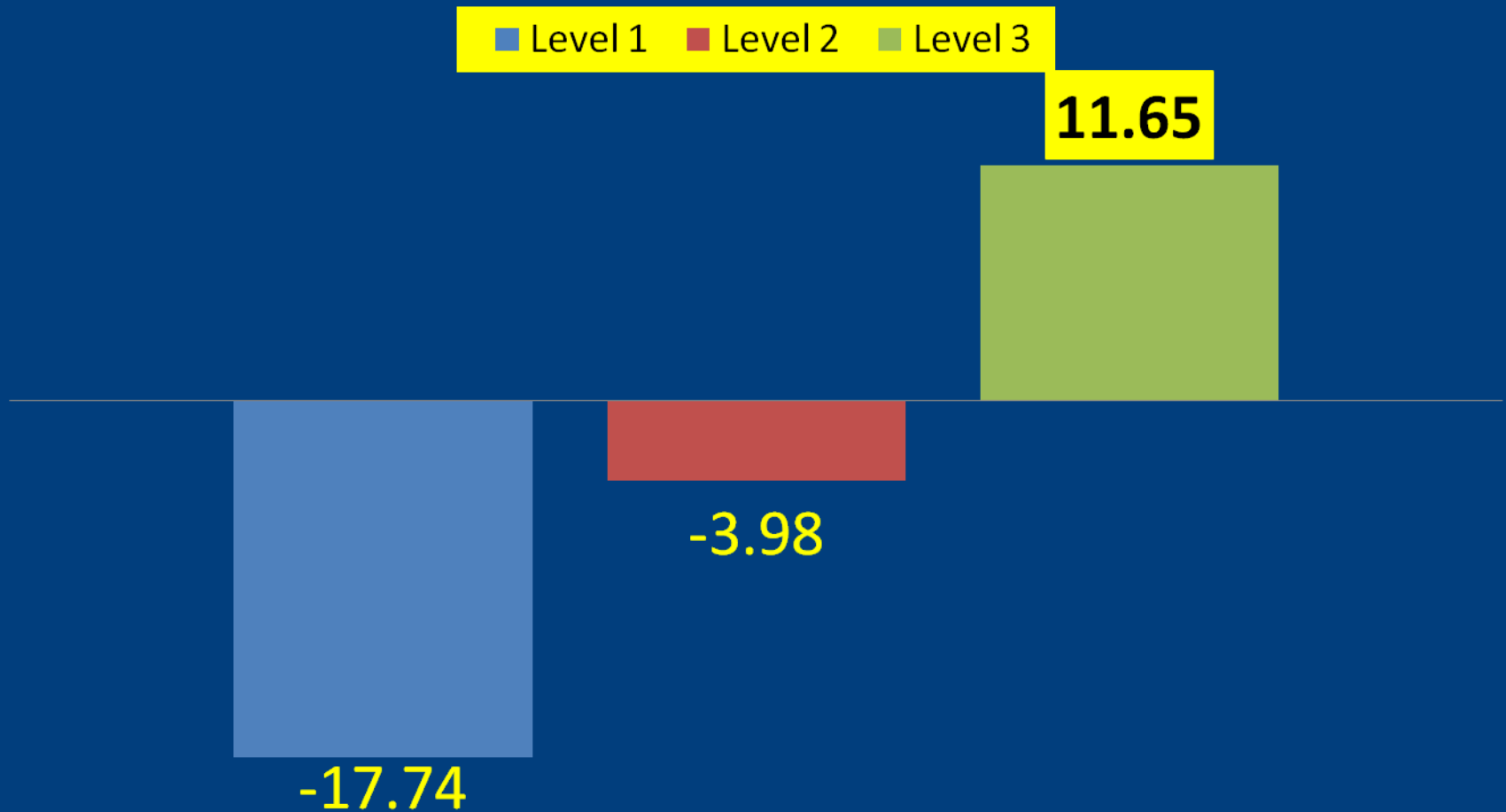
2,000 Schools

1.5 million students

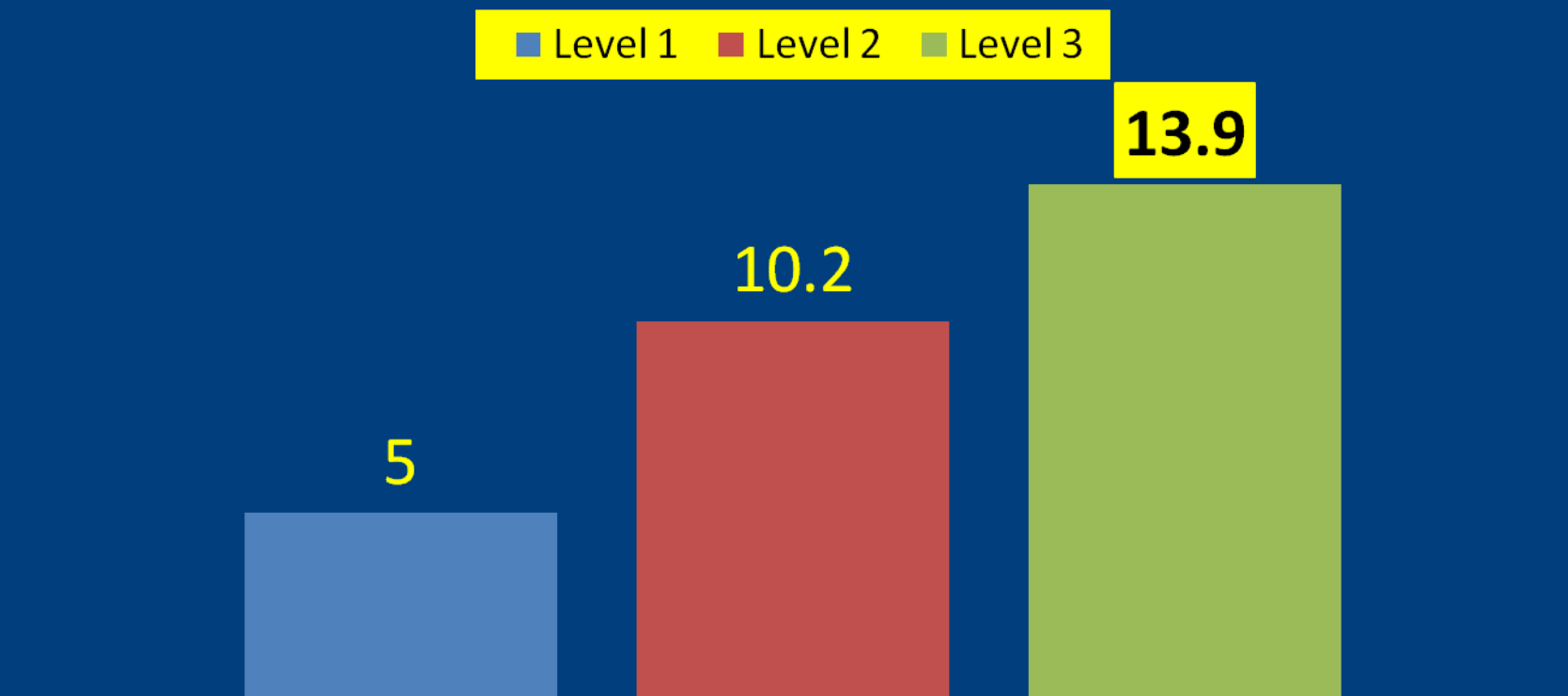
Diverse populations

Three years of student achievement data

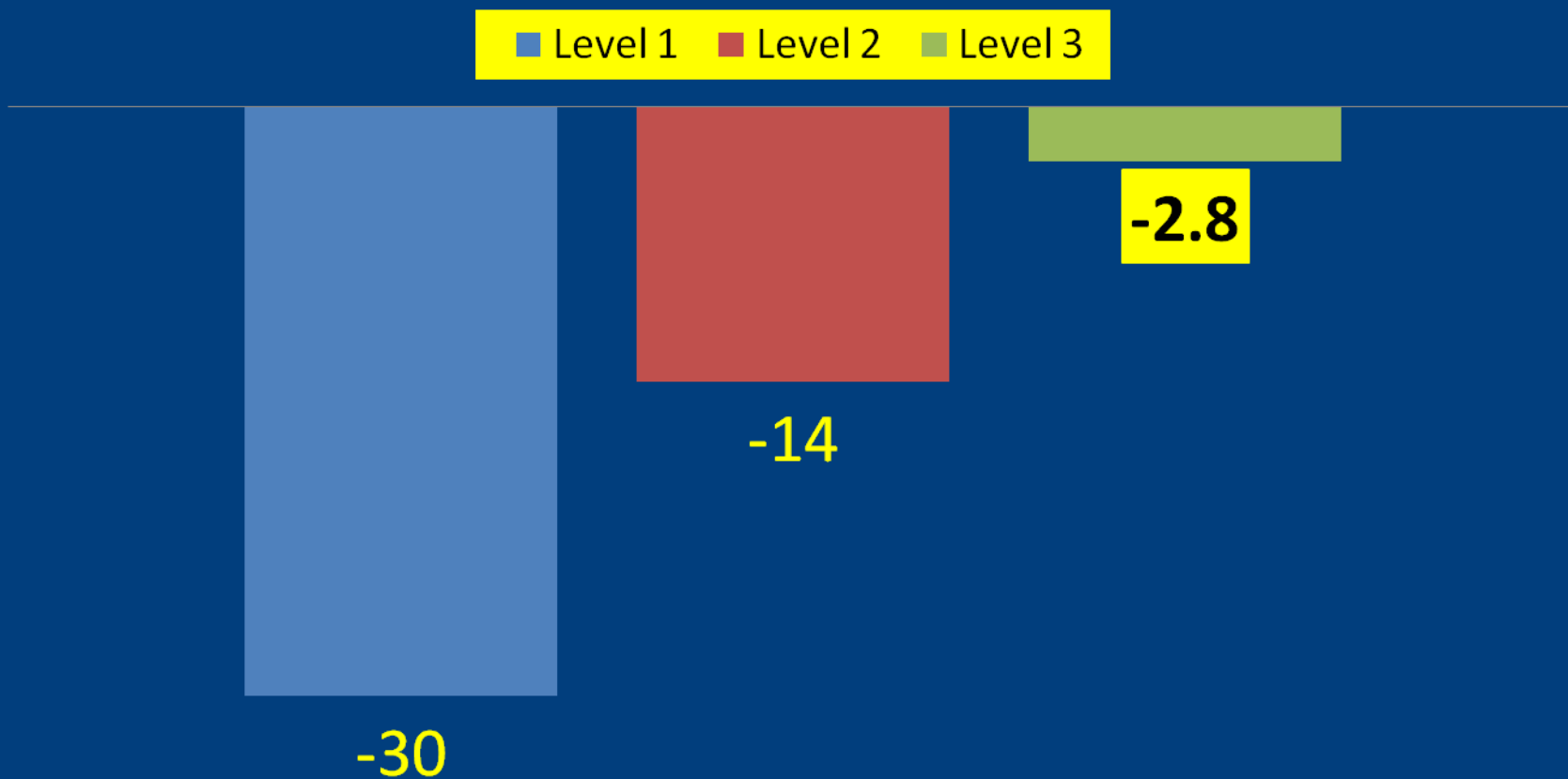
All Schools, All Subjects Only High Scores Yield Gains



Only Improving Schools Deep Implementation Maximizes Impact



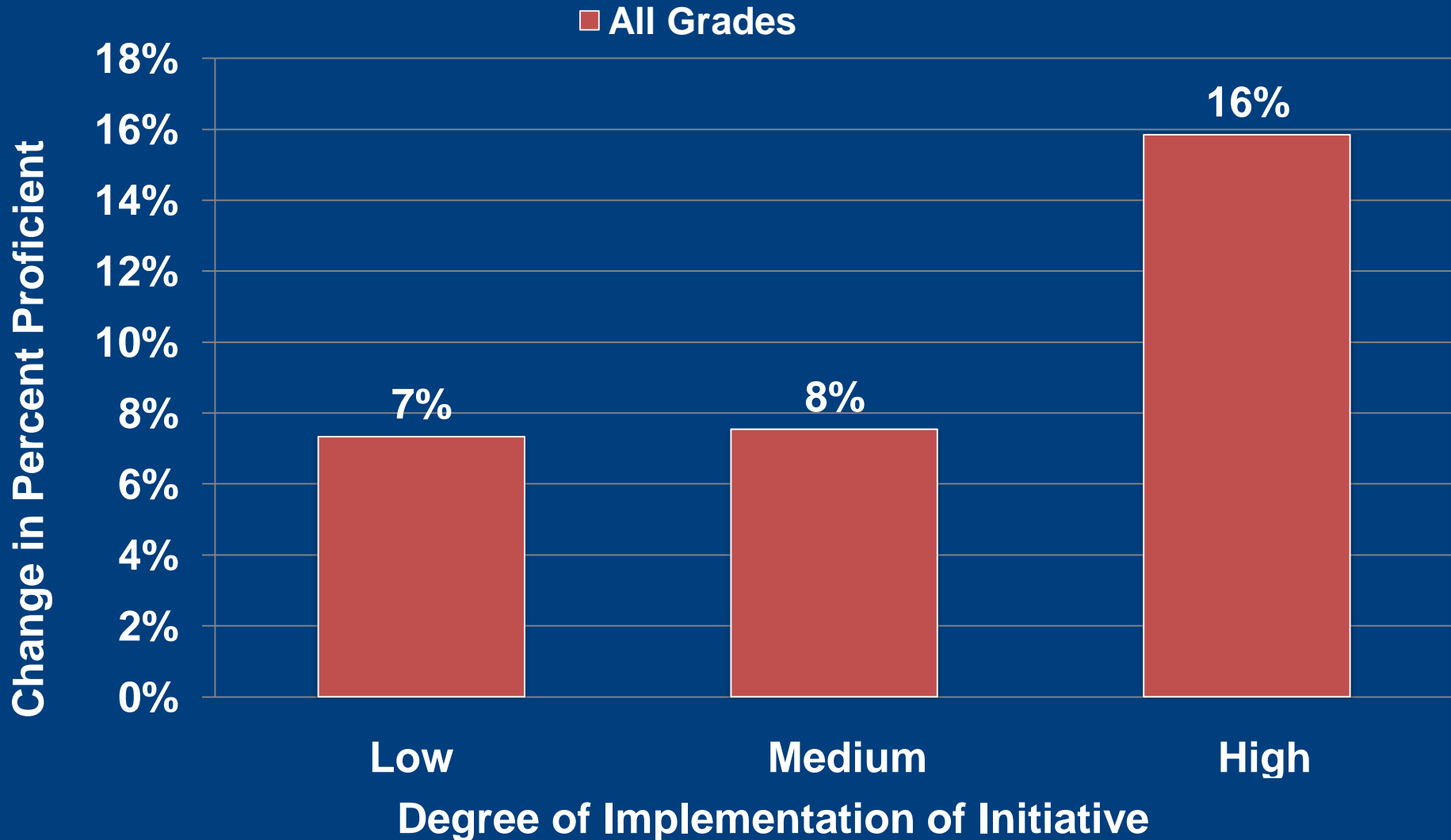
Only Declining Schools Deep Implementation Mitigates Damage



Consistent with New 2010 Research

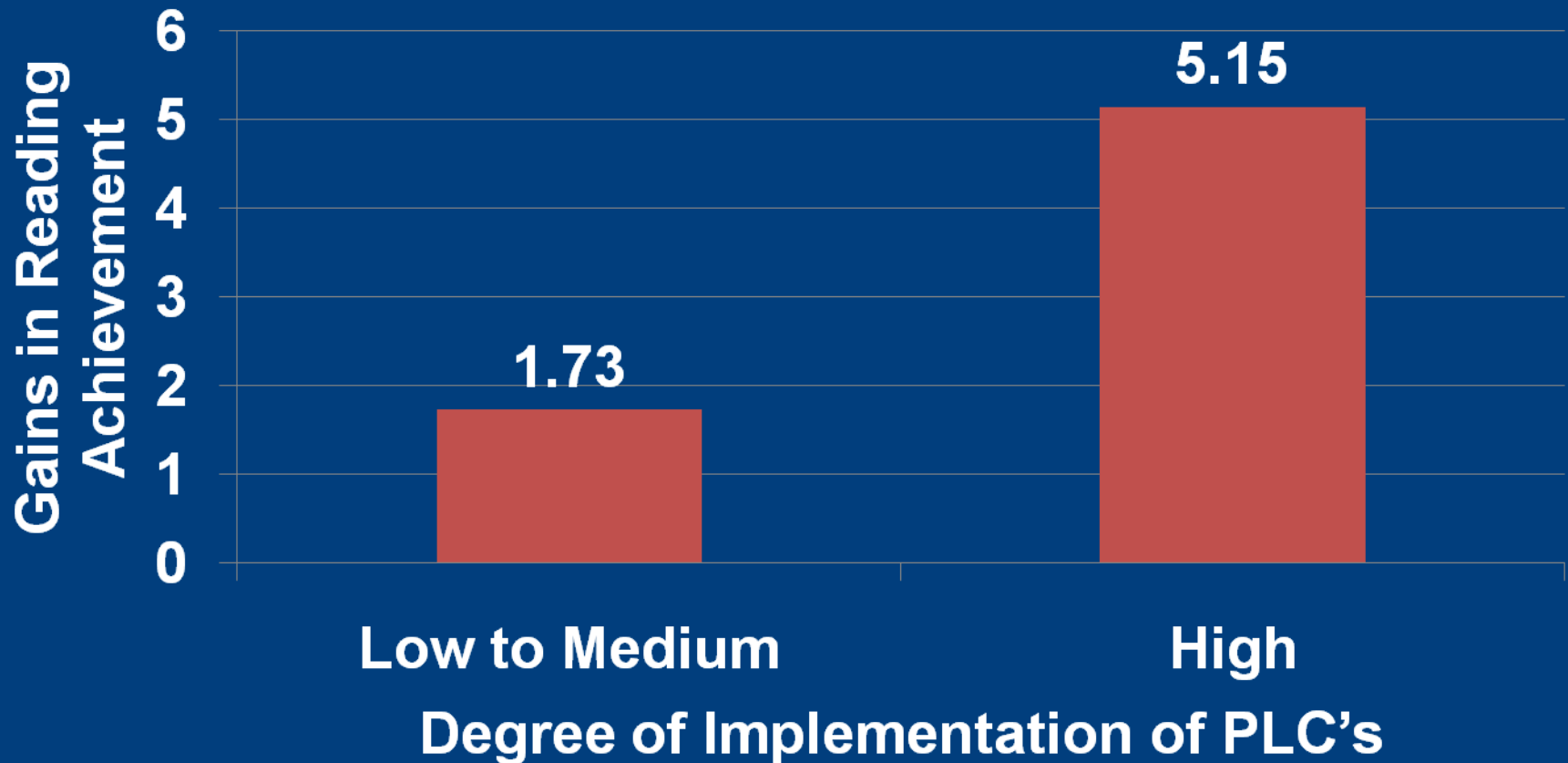
The critical variable for
professional learning is
DEEP IMPLEMENTATION

Professional Learning Communities And Math Performance 2008-2009



Profession Learning Communities And Reading Achievement

■ All Grades



Closing the Implementation Gap

**Leadership Essentials:
Focus, Feedback, Flexibility**

Confronting the Realities of Rising Demands and Fewer Resources

Sustainability

- **Imagine a system with . . .**
- **No money**
- **No mandates**
- **What would educational leaders do just because it's the right thing to do?**

Deciding Where to Focus

- **Maximum impact on student results**
- **No hidden costs**
- **Clear specification of success**

Implementation Audit

- **Implementation inventory**
- **Implementation rubrics – determine the range of implementation for every instructional initiative**
- **Implementation impact – assess the impact of achievement on results**

Investing in Education, Not Litigation

- The limits of “pay for performance”
 - 1) Score rewards
 - 2) Growth rewards
 - 3) Credential rewards
- What really motivates? Purpose, autonomy, feedback, progress
- “Harmonious Passion”

Distinguish Evaluation from Feedback

- **Envision three stacks of data:**
 - 1) **Student results – formative, summative, academic, and behavioral**
 - 2) **Teacher quality – Marzano four-point rubric with reciprocal teacher input**
 - 3) **Leadership quality – Reeves four-point rubric with reciprocal leadership input**
- **Ask the “big questions” – work works for YOUR schools and YOUR students?**

Leadership Focus

**The Greatest Gift to Your Staff and
Students**

Focus at the Individual Level

The Myths of Multi-tasking

- **“Multi-taskers are just lousy at everything. . . High multi-taskers are suckers for irrelevancy.”**
- **“The core of the problem is that multi-taskers think they’re great at what they do, and they’ve convinced everybody else they’re good at it too.”**

Source: Prof. Clifford Nass. (August 2009) Stanford University.

Focus at the Organizational Level

Focusing Leadership Actions

- **Feedback – for students and teachers**
- **Expectations and Efficacy**
- **Time – the #1 source of teacher dissatisfaction**
- **Formative Assessment**
- **Nonfiction Writing**

So What If You Make Some Mistakes?

Choices of Error:
Type I and Type II

The Relative Impact of Demographics, Teaching, and Leadership on Achievement

- Socioeconomic status – 50% of a standard deviation
- Feedback on student performance – 73%
- Formative assessment – 90%
- Teacher clarity – 72%
- Teacher-student relationships – 72%
- Microteaching – 88%

Source: Hattie, John (2009). *Visible Learning*

Turnarounds that Work: From 90 90 90 to 100 100 100

Sustainability in High Performing High Poverty Schools

- **90 90 90 Research**
 - Replicated over time by independent researchers
 - Virtually identical findings:
 - 1) Laser-like focus on achievement
 - 2) Collaborative scoring
 - 3) Non-fiction writing
 - 4) Multiple opportunities for success

From 90 90 90 to 100 100 100

- **Poverty levels increasing**
- **Second language students increasing**
- **Parental anxiety and stress increasing**
- **And . . .**
- **Dramatic reduction in failures**
- **Increase in college credit**
- **Improvement in discipline and morale**

The 4th 90: 90% ELL Populations

- **Time – there is no substitute**
- **Writing – particularly summarization and description**
- **Content – don't delay opportunities in math, science, music, art, and social studies**
- **Power Standards – focus, not frantic coverage**

Reconsidering 21st Century Skills

Rethinking 21st Century Skills

- **Choose ONE Century**
- **Sixteenth**
- **Eighteenth**
- **Twentieth**
- **ADD Pennsylvania CONTEXT**

- **What are the most important skills YOUR students need in THAT century?**

Other Challenges to 21st Century Learning

- **Unverified self-confidence**
- **Effortless Brilliance**
- **F-style reading**
- **Hypotheses masquerading as fact
(By the year 2000, schools will be paperless!)**
- **Cut-and-paste masquerading as research**

21st Century Assessment

- **Collaboration**
- **Creativity**
- **Critical Thinking**
- **Communication**

21st Century Behaviors and Impacts on Learning

Of course, not every 21st
Century influence is bad . . .

Redefining “Professional Practice”

- **Planning**
- **Reaction to mistakes**
- **Frequency of practice**
- **Embrace of difficulty**
- **Sources of feedback**
- **Hours to mastery**
- **Practice vs. Performance**

The Big Ideas

- **Deep implementation – not superficial fragmentation**
- **Monitor adults – not just children**
- **Practices – not programs**
- **Enduring skills and knowledge – not fads of the week – or the century**

Questions, Discussion, and Evaluation

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slides, please e-mail:

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