Improving Adolescent Literacy :
Creating a Culture of Instructional Excellence leveraging the Power of "Actionable Feedback"

MASA
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Shared Focus on Improving Literacy: <u>Every</u> Grade & Content Area

Main Entry: ‹**lit·er·ate** ›
Pronunciation: \\li-tə-rət *also* 'li-trət\\
Function: *adjective*
Etymology: Middle English *literat,* from Latin *litteratus* marked with letters, literate, from *litterae* letters, literature, from plural of *littera*
Date: 15th century
1 a : <u>EDUCATED</u>, <u>CULTURED</u> **b :** able to read and write
2 a : versed in literature or creative writing : <u>LITERARY</u> **b :** <u>LUCID</u>, <u>POLISHED</u>
‹a literate essay› **c :** having knowledge or competence
‹computer-*literate*› ‹politically literate›
— **lit·er·ate·ly** *adverb*
— **lit·er·ate·ness** *noun*

√ reading, writing **AND** speaking, listening (**THINKING**)
√ across the grades, content area disciplines – shared ownership
√ each discipline has a unique **lexicon** students must master

Dr. Neil deGrasse Tyson

COSMOS

Yes – No – Why?

"*One of the biggest problems with the world today is that we have large groups of people who will accept whatever they hear on the grapevine, just because it suits their worldview—not because it is actually true or because they have evidence to support it. The really striking thing is that it would not take much effort to establish validity in most of these cases… but people prefer reassurance to research.*"
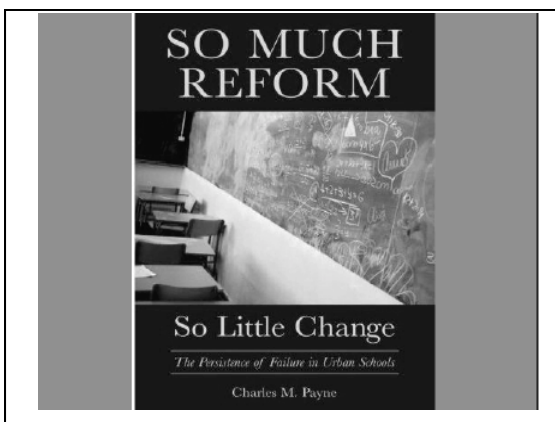
— Neil deGrasse Tyson

Literacy in CCSS is <u>NOT</u> Simply Reading and Language Arts!

All disciplines prize reading/speaking/listening/ writing – All require **THINKING** to do this well…

Helpful to frame literacy <u>across</u> the disciplines/grades:

√ Scientific Literacy
√ Artistic Literacy
√ Mathematical Literacy
√ Historical Literacy
and so forth…

SO MUCH REFORM

So Little Change

The Persistence of Failure in Urban Schools

Charles M. Payne

THE MIRAGE

Confronting the Hard Truth About Our Quest for Teacher Development

Recent evidence strongly suggests most PD simply does not work …

http://tntp.org

THE WAY FORWARD: HOW CAN WE FIX TEACHER DEVELOPMENT?

| 1. REDEFINE what it means to help teachers improve. | 2. REEVALUATE existing supports and programs. | 3. REINVENT how we support effective teaching at scale. |

THE MIRAGE

Confronting the Hard Truth About Our Quest for Teacher Development

School systems are not helping teachers understand how to improve—or even that they have room to improve at all. Teachers need clear information about their strengths and weaknesses to improve their instruction, but many don't seem to be getting that information. The vast majority of teachers in the districts we studied are rated Effective or Meeting Expectations or higher, even as student outcomes in these districts fall far short of where they need to be. Perhaps it is no surprise, then, that less than half of teachers surveyed agreed they had weaknesses in their instruction. Even the few teachers who did earn low ratings seemed to reject them; more than 60 percent of low-rated teachers still gave themselves high performance ratings. Together, this suggests a pervasive culture of low expectations for teacher development and performance.

- *The Mirage*, pg. 2 tntp.org

Decades of Research Indicates
Most School Improvement Efforts Do
NOT Impact Teacher Performance

WHY?
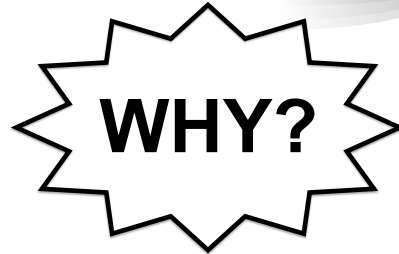
Precision Partnering: Teaching the 4Ls

"Precision Partnering" Structures for Success
Determine/Assign who will be partner #1 and #2
no #3s (second #2 will share after first #2).

Teach the "4 Ls" for working with a partner:
- ❖ *Look - Make eye contact.*
- ❖ *Lean - Lean toward your partner.*
- ❖ *Low Voice - Use your private or Library voice.*
- ❖ *Listen - Demonstrate active listening/responding/*
  "accountable talk" (building on partner's idea,
  agree/disagree & why, etc.)

What are the *3 most critical reasons* why most education reforms/professional development does **NOT** reliably improve teaching & Learning?

1's - Tell 2's What you think w/examples

2's - Paraphrase 1's answer, compare, elaborate, provide examples, question/probe/explore…

Paraphrasing Anchor Chart
"So in other words, you think that …"
"If I understand your correctly you believe…"
"What I hear you saying is …."

The **Power of Paraphrasing**: Why Do You Think Research Consistently Points to Paraphrasing as an "Evidence Based Practice"?

Accountable or "Close" Listening: The Key?
Listeners Have a Clear "job" – Visible Evidence

For Example:
- ◆ Paraphrasing
- ◆ Agreeing/Disagreeing + why (justification)
- ◆ Correcting & prompting the correct response
- ◆ Build upon/elaborate/extend
- ◆ Make Connections ("this reminds me of__ because")
- ◆ Identify similarities/differences
- ◆ Identify critical attributes/information
- ◆ ETC – any focused response…

How could you boost the **quantity/quality** of paraphrasing & other forms of active focused listening in your class/school?

Key Shift ~ <u>Academic</u> Listening Needs to be Explicitly Taught, Not Simply Assigned

◆ Clearly modeled

◆ Specific "job" or listening task

◆ Provide academic language support

◆ Practice/Practice/Practice + Feedback

Many Valid Reasons Including…

◆ Every changing focus, latest "fad/fashion/delusion" instead of those grounded in solid empirical evidence

◆ Lack of follow up, follow through

◆ Lack of support – accountability for implementation

◆ Lack of data/evidence to guide the work/refine/tweak…

◆ Lots of talk/paper/policies – little classroom level action tied to observable student outcomes

◆ Very little/no **<u>Actionable</u>** Feedback to support teachers actually improving their instruction

Partial Solutions? "Public Practice" – creating a culture of collaborative focus – where feedback is both given & received, perceived as our "friend" – is a key missing element!

21st Century Literacy: Explicit Standards for Speaking <u>AND</u> Listening Gr. 2

1. <u>Participate</u> in collaborative conversations with diverse partners about **grade 2** topics and texts with peers and adults in small and larger groups.

    a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

    b. Build on others' talk in conversations by linking their comments to the remarks of others.

    c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS: Explicit Standards for Speaking <u>AND</u> Listening

Gr. 8: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Gr. 11/12: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

The Critical Role of Discussion

"Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively." - CCSS

Are ALL students in your system (not just AP classes) *explicitly being taught* how to speak/listen/discuss at this level of sophistication? Evidence? Implications?

The Common Core State Standards Challenge

<u>ALL</u>* students College, Career and Citizenship Ready

About **1 in 3** currently proficient or advanced
* NAEP 2011

What we must do…….

We must use **evidence-based instructional practices** to get to the destination.

Don't be seduced by simplistic quick fixes such as; "ipads for all, Block schedules, More projects, and so forth… Follow the data – ask for best evidence research (e.g. IES Practice Guides)… Keep your "BS" detector charged & at the ready!!

True-isms for Improving OUR Schools

#1: It is impossible to significantly improve student achievement unless **we** figure out ways to improve our teaching...

How well we teach **=** how well they learn
- email stamp, Dr. Anita Archer

School and District Leaders Rely on Many Strategies for Pursuing Improved Achievement

◆ Get a new principal
◆ Get a new plan
◆ Get a new textbook
◆ Get more test prep
◆ Get new students
◆ Get new teachers
◆ Get more teachers
◆ Get a new schedule
◆ Get a charter

◆ Get a new computer system
◆ Get a new reading program
◆ Get more aides
◆ Get new parents
◆ Get a new test
◆ Get a new curriculum
◆ Get a new staff development program… or…

Adopt RTI or CCSS !

However, the Bottom Line Remains:

In spite of all the many strategies used to turn around low performance –

Nothing Changes Unless Teaching and Learning Changes.

- Joseph F. Johnson, Jr., Ph.D.
  Executive Director, National
  Center for Urban School Transformation
  http://ncust.org/wp/

DuFour & Marzano, 2011 Two different meta-analyses of research on the factors that impact student achievement found that the quality of instruction students receive in their classrooms is the most important variable in student achievement. Those same studies also noted the wide disparity in the quality of that instruction within the same school (Hattie, 2009; Marzano, 2003). As Hattie wrote:

> The message is simple—what teachers *do* matters. However, this has become a cliché that masks the fact that the greatest source of variance in our system relates to teachers—they can vary in many ways. The codicil is that what "some" teachers do matters (p. 22). . . . The current mantra is that *teachers make the differ-ence.* . . . This message, like most simple solutions, is not quite right. . . . Not all teachers are effective, not all teachers are experts, and not all teachers have power-ful effects on students. (p. 34)

School Leadership and Student Outcomes:
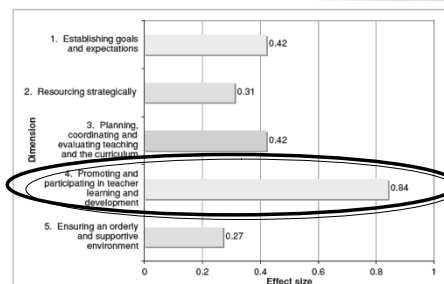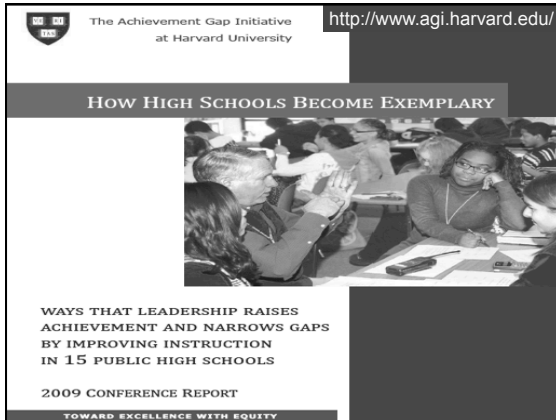Identifying What Works and Why Best Evidence Synthesis
http://www.educationcounts.govt.nz/publications/series/2515/60169/60170

Dimension	Effect size
1. Establishing goals and expectations	0.42
2. Resourcing strategically	0.31
3. Planning, coordinating and evaluating teaching and the curriculum	0.42
4. Promoting and participating in teacher learning and development	0.84
5. Ensuring an orderly and supportive environment	0.27

Figure 2. Relative impact of five leadership dimensions on student outcomes

- Robinson et al. 2009

The Achievement Gap Initiative
at Harvard University

http://www.agi.harvard.edu/

HOW HIGH SCHOOLS BECOME EXEMPLARY

WAYS THAT LEADERSHIP RAISES
ACHIEVEMENT AND NARROWS GAPS
BY IMPROVING INSTRUCTION
IN 15 PUBLIC HIGH SCHOOLS

2009 CONFERENCE REPORT

TOWARD EXCELLENCE WITH EQUITY

What do these "outliers" do?

Since then, he has visited Brockton intermittently and invited some of its faculty to the Harvard campus for interviews. The report he wrote with four other Harvard researchers includes an analysis of exemplary performance not only at Brockton, but also at 14 other schools in five states.

The report noted one characteristic shared by all: "Achievement rose when leadership teams focused thoughtfully and relentlessly on improving the quality of instruction."

In other words…

Leading RTI/MTSS/Common Core or any viable School Improvement effort at it's core is about Leading **Instructional** Improvement….

Decades of research syntheses (Hattie, 2009, Marzano, 2003) conclude the quality of instruction student's receive is the **single most potent** variable in student achievement.

From my experience & understanding of the research base…

Essentials of Instructional Improvement

◆ A sense of mission/urgency/belief: **WHY** change?

◆ **Shared instructional focus** – tied to best evidence research syntheses – focus on a few **Big Dogs**!

◆ **Distributed Leadership** – teachers as leaders/Public Practice

◆ **Formative Assessment** focus – data/evidence guides instructional decision making – Evidence Matters!

◆ **Collaborative Culture** – focus on Public Practice Actionable Feedback that "Feeds Forward" – fostering a climate of mutual trust, respect, curiosity, kindness & inquiry

◆ Leaders willing/able to lead by **example**

A prerequisite for significant school improvement…

Collaborative Coherence

or simply put, "getting our ducks in a row" …
getting everyone on the same page…
all pulling in the same direction…"

Practical Wisdom

There are two ways to improve results: redesign the school based on best instructional practices or get new kids.

- Tim Westerberg, former high school principal in Littleton, CO

How do we adjudicate "best"? A requirement without which coherence is impossible !

What is the **"gold standard"** for best evidence in education?

Meta-Analysis

Meta + Analysis = ?

Meta-cognition = thinking about your thinking...

Meta-Analysis is…

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

1st Step? Begin w/the best research evidence available...

IES Research Summary: Improving Adolescent Literacy

FREE: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx

NCEE 2008-4027
U.S. DEPARTMENT OF EDUCATION

IES Research Conclusions Across Content Areas/ Grades 6-12 for Improving Adolescent Literacy

1) Provide explicit vocabulary instruction* (Academic Language)
2) Provide explicit comprehension strategy instruction
   - critical thinking (text/image/symbols/experiences etc.)
3) Provide explicit instruction re: discussion/writing* of text/ content meaning and interpretations.
4) Increase motivation and engagement in literacy learning
   (e.g. choices, connections, meaningful applications, etc.)
                                                                    Tier 1

5) Provide tiers of intensive/scientifically based interventions beginning w/screening ALL students, matching programs to student needs w/progress monitoring to adjust as needed to ensure optimal student success. (RTI)   Tier 2 & 3
   * Doubly critical for ELLs

Explicit or Guided Teaching to Ensure Visible Learning !

- Anita Archer

I do it - teacher modeling (including thinking aloud)

We do it - teacher guided

Y'all do it - structured partner practice/small group IF task/topic warrants

heart & soul of effective instruction...

You do it - independent practice (w/ T feedback)

True-isms for Improving OUR Schools

#2: Leadership must be distributed, Principals can't do it alone – it does indeed "take a village" – or in our case a school.

School improvement can't effectively be mandated or complied with… it requires **"collective efficacy"** in which **ALL** players understand their differing roles and are committed to goals of improved student learning… I call this the "flesh and blood" test of commitment – you would want "it" for your own children…

"A leader is a person others want to follow, emulate, learn from…"

How Can Teachers "Lead"?

◆ Open their doors to peer observation/model effective practices

◆ Volunteer to "go first" (Obser./Video/etc) model risk taking/stretching beyond our comfort zones

◆ Video tape their teaching & share w/colleagues

◆ Speak up/advocate during PLC/Faculty meetings

◆ Co-plan, co-teach with colleagues, etc etc

◆ "BE the change we want to see… (Gandhi)

The Power of Coherence
A Common Focus

Encouraging teachers within a school to observe each other, to plan together, and to adopt shared teaching methods can dramatically improve teaching and learning in a school. Effective practices in one classroom can become school wide shared practices…

How? What can schools do to intentionally make this happen?

Bend HS is "all in" HD Weddel, Principal
Everyone Does Everything
"Instructional Norms –Shared Focus"

1) Visible Participation
2) Precision Partner & Group Talk//Work
3) Brief Explanatory Writing Done Frequently
4) Check For Understanding Regularly
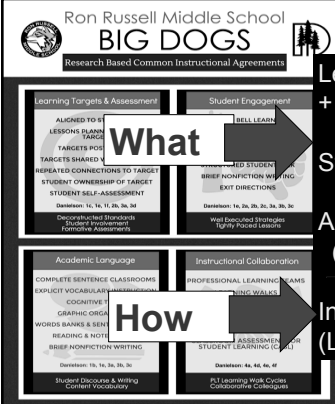

Mike Schmoker Sums It Up Succinctly
Transforming Professional Development: Beyond 'The Mirage'",
Education Week, October 21, 2015

The What ("Big Dogs")

1) Choose a few instructional practices with the strongest research base and track record. – e.g. IES Practice Guides (not the latest fad, newest technology, TED talk, etc)

The How (A Culture of Public Practice)

2) Choose a small number of initiatives and provide sustained training, feedback, monitoring & support.
   - actual practice w/feedback during team meetings (e.g. video)
   - classroom based lesson feedback (coaching, video, etc)
   - collaborative lesson planning/formative assessments
   - collaborative analysis of results (including video)
   - unwavering sustained focus

Ron Russell Middle School
BIG DOGS
Research Based Common Instructional Agreements

What → Learning Targets + Assessment

Student Engagement

How → Academic Language (vocabulary)

Instructional Collab. (Learning wks, video)

I've thought about you so much throughout this journey that we're on at Ron Russell Middle School around strengthening instruction. When I saw you in Eugene five years ago and our school was in school improvement, you said you have to assemble a team of folks willing to make change and be ambassadors in the school around elevating instruction.

We've been able to keep almost the exact team that we formed five years ago, we've added some great new teachers, and now, we're on a Level 5 in growth (best score you can get on Oregon State Report Card) and getting better every day! We have kept the same three Big Dogs for the last five years and have committed to getting better at them each year. I've attached our latest posters that we created and a PowerPoint that I showed to our staff before school started this year. You would love them!

Andrew Long <andrew_long@ddsd40.org> Ron Russell Principal

Instructional Coherence: A Shared Focus on a Few BIG Dogs

◆ Clarity from site administrative leadership

◆ Clarify from building leadership team (teachers)

◆ Clarity from district office: on-going support

◆ Clarity re: empirical evidence for the Big Dogs

◆ Clarity on Instructional Norms or Big Dogs – as an on-going part of all PD, PLC work

Q: How "instructionally coherent" is your school? District? Evidence to support your views? Implications?

What Is the Adolescent Literacy Project?

It is a collaborative, teacher driven project designed to organize the school around best practices in *Academic Literacy* Learning across the grades and content areas.

Components include:
- Implementing key "best practices" (meta-analyses /syntheses of latest literacy research e.g. IES Practice Guides)
- Job embedded professional development
- "Public Practice" – Learning Walks, Video, etc to involving teachers in giving and receiving actionable instructional feedback
- Leveraging the skills of our strongest teachers to become "normative" across the school
- Creating a culture of valuing feedback across the school

ALP – Begin with the Willing/Able
Develop Local Examples - Leaders

◆ Strong/effective teachers – producing solid results

◆ Informal leaders – have "street cred" with peers

◆ Risk takers - inquisitive, action researchers,

   problem solvers/solution finders

◆ Across content areas (including Math/Sci/SS)

◆ **NOT** folks who need "fixing" or shoring up!

* Initially, to provide the leadership/modeling/support to engage 100% of the faculty.

Collaborative "Dispositions"

Key Norms Teachers Model – Help Create a Culture of:

√ **Humility/Curiosity/Kindness** – no single person (coach, principal, consultant etc.) knows it all, even experts need help/support/feedback

√ **Collaborative Partnership is the path** – admin, coaches and consultants need to forge these relationships tied to agreed upon FOCUS on Academic Literacy, or "Collaborative Coherence"

√ Creating a **safe environment** for honest, open, trusting, inquiry… supportive of "ALP" – eventually involving the entire faculty

√ **Evidence matters** – data, student performance (saying/writing/doing) guides our decisions (Response to Instruction or RTI)

√ Model/Embody **Feedback for ALL** as clear professional norm, We can't reliably improve without "actionable/respectful **Feedback"!**

De- Privatizing Our Profession

Embracing "Public Practice"

Creating a school culture that supports…

Public Practice

Continuous improvement requires feedback and support. The only way to get and give feedback is for practice to be seen, heard, and discussed by other professionals. Therefore, in a high performing educational system professionals must be willing to make their practice public. Public practice is central to the functions and scope of work of the School Leadership Team and each Professional Learning Community.
          - Canyons SD, Salt Lake City
          Building Leadership Team Manual, 2012

| Public Practice Application	Purpose
Learning Walkthroughs	The purpose of learning walkthroughs is to observe and collect data on instruction as a starting point for making practice public.
Achievement Coaching Cycle	The purpose of an achievement coach cycle is to provide support and assistance to teachers in implementing evidence-based practices to increase student achievement.
Peer Coaching Cycle	The purpose of peer coaching is to support peers in implementing evidence-based practices to increase student achievement.
Instructional Problem Solving Team	The purpose of Instructional Problem Solving Teams, or Professional Learning Communities, is to make collaborative, instructional decisions based on data to support student learning.
Lesson Study	The purpose of lesson study is to provide peer-to-peer professional learning that requires teachers and other educators to work collaboratively to strengthen *target lessons*.
Video Analysis	The purpose of video analysis is to study and reflect upon current instructional practices and habits and to explore the impact of these practices on student behaviors.

The incredible potential of…

Actionable Feedback

Note the irony here, the enterprise dedicated to human learning, Education, routinely leaves out the most essential variable in the learning process for it's own members… **FEEDBACK!!**

Atul Gawande, M.D.

- surgeon, writer, teacher Harvard Medical School
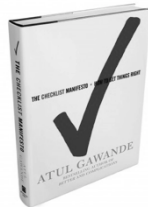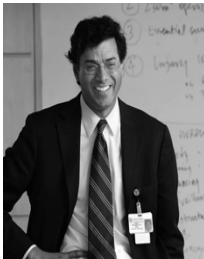
www.gawande.com

Gawande thinks that the modern world requires us to revisit what we mean by expertise: that experts need help, and that progress depends on experts having the humility to concede that they need help.–
Malcolm Gladwell

re:CONNECT
re:FOCUS
re:THINK
re:NEW
re:FORM

Reframing Coaching

Expert coaching

Peer coaching

Team coaching

Self coaching

Public Practice Formats: Creating a Culture of Respectful Giving **& Receiving of Actionable Feedback**

1) **Peer to Peer Coaching – PLC Debriefing –** 1 teacher from each PLC team is observed by other team members during 2 week period, team debrief and discussion during PLC.

2) **Learning Walk or Team Coaching** – 4-8 teachers plus a coach/VP, or P observe a teacher for 20 min. – immediate debrief for 5-7 min. in hall.

3) **Expert Coaching – 1-1** w/the math or literacy coach etc.

4) **Classroom Video Clips** – others at first (e.g. Frey/Teaching Channel) then shoot your own & self view, then selected peer finally team/school - clips run 2-10 ,min. edited to focus on a common issue/interest.

5) **Mini-lesson demonstrations** – 3-10 min. modeling some portion of a recent lesson, focused on a common issue within PLC or other groups.

6) **Principal Walk Throughs** – brief observations & feedback from site admin.

The Metaphorical "Berlin Wall" in Education

"I've been teaching high school math for 6 years and, student teaching aside, I have NEVER observed a colleague teaching."
- Adam, Central OR Literacy Project Participant, 2011

The Incredible Value of "Scrubbing In" w/Colleagues

Ex. Learning Walk or "Scrub In" Schedule – Bend HS

BEND HIGH SCRUB-IN #1 - 10/18/12
FOCUS: Engagement, Academic Rigor or scaffolding

PERIOD	TEACHER OBSERVED	SCRUB-IN TEACHERS/ADMIN/CURR. TEAM/COUNSELOR
1	Banman	*Lockwood, **K. Torkelson, ***Bellavia/Weddel/Counselor/****Curr. Team
2	Meyers	*Carroll/ **L. Markland/ Killen/Weddel/Counselor/***Curr. Team
3	Diane Brown	*Gilsdorf/**Craven, ***Ervin/Weddel/Counselor/****Curr. Team
4	Baker	*Crawford/**Ke. Cooper/***Endter/Weddel/Counselor/****Curr. Team
5	Bullock	Welch/*Jackson/***D. Hayes/Weddel/Counselor/****Curr. Team
6	Nye	McIlvenna/*Squires-Ong/***Robertson/Weddel/Counselor/****Curr. Team
7	Clemons	Lindsey/*Novelli/***Sugden/Weddel/Counselor/****Curr Team
		Covered by * 1 sub/**Hirko/***Admin (Reese 1-4, Crook 5-7/****District Office)

Team Coaching: Learning Walks or "Scrubbing In" Together

❑ Agree upon instructional focus; e.g. EI Tool

❑ LW teams = Admin/Coaches + Teachers

❑ 15-20 min – gather data using EI Observation tool

❑ Immediate debrief (5 min.) in the hall – teachers keep tools

❑ Affirmations + Questions/Wonderings/Suggestions

"Feedback is the breakfast of champions."

Bottom Line re: Why Learning Walks?

To improve student achievement via a shared focus on increasing literacy. Research clearly indicates improved instruction is the pathway to improving student learning – Learning Walks are key part of an array of **"public practice"** tools that provide teachers with the **"actionable feedback"** necessary to support the continuous improvement of their teaching, while building a culture of inquiry & meaningful collaboration.

Perhaps the most powerful, least used of ALL Actionable Feedback formats… VIDEO!

The power of video is that it cuts through the complexity of teaching and shows a true picture of what is happening.

- Jim Knight, U of Kansas Coaching Project

What do teachers report about seeing videos of their instruction?

"With the videos, you get to see yourself in a different way. Actually you **never really get to see yourself until** you see a video of yourself. I changed immediately certain things that I did that I didn't like."

"I realized I learned more about who I actually was as a teacher by looking at the video. I learned of the things that I do that I think that I'm great at I was not so great at after all. Even the things I did well, I thought, OK that's pretty good, why do I do that, and where could I put that to make it go farther. So it was a two-way road, seeing what you do well, and seeing the things that have become habits that you don't even think about anymore."

http://www.metproject.org/

What I've Learned Facilitating Whole School Change…

◆ Establish a School Leadership Team ("truth tellers")

◆ Identify a few "**Big Dogs**" (e.g. literate engagement)

◆ Commit to Public Practice (Learning Walks/Video…)

◆ Begin with the "willing & able" – build on success

◆ Humility, Kindness, & Curiosity as key dispositions

◆ Build systematically using PLC & other team structures you already have in place

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MEANINGFUL Engagement is the Foundation

Visible Participation

- Thanks to Bend HS

ROY G. BV

Red   Orange   Yellow   Green   Blue   Violet

The visible spectrum

In two words; Engagement at it's core is:

"Visible Participation"

4 Key Engagement Principles

① **NOT a Choice** – it's how we play the "game" – we make ALL students an offer they can't refuse!

- safe
- prepared
- supported/scaffolded
- obvious you "have their back!"

But in the classroom, Max, like many students, looks for the **ZME**...

Z – Zone of...

M –

E –

The Bottom Line…

4 Key Attributes of Meaningful Student Engagement:
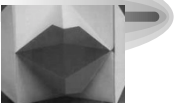
① **NOT a Choice** – it's how we play the game

② **Observable** – you can see it!

③ Requires **Student Action**; saying/writing/doing

④ **Intentional** – not by chance, Teachers "make it happen" by design - **Structure**

Goal: Make Thinking Visible

Wow, in this class I not only have to think, I've got to **explain** my thinking !!

EVERY student explains their thinking & **receives feedback** from peers and the teacher – multiple times in Every lesson!

Academic Engagement at its Core is the Quantity & Quality of Student:

❑ **Saying** - Oral Language

❑ **Writing-** Written Language

❑ **Doing -** pointing, touching, demonstrating, etc.

** NEVER more than 2-10 Rule **

Structured Engagement "tool kit": Ensure ALL Are Responding

1) Choral Responses - do "it" together (verbal or physical)
   - teacher cues students to respond (e.g. hand signal, voice, eyes)
   - physical responses too; fingers under the word, chart, etc.
   - "thumbs up when you know"/fist of five (metacognition)

2) "Precision" Partner & Small Group (**IF** task warrants) Responses
   - teacher assigns - provide a label/role "1's tell 2's"
   - alternate ranking (high with middle, middle with lower)
   - thoughtful questions/prompts/up & down Bloom's taxonomy

3) Written Responses: Brief non-fiction writing
   - focused prompts increase thinking, accountability, focus
   - structure academic language (e.g. sentence starters)
   - e.g. power sentences, 5 min. papers (summarize, defend)

4) Individual Responses (**AFTER** rehearsal/practice)
   - random/strategic call on individuals (NO hands up)
   - use complete sentences, use new vocabulary/AL

What Are a Few Salient Distinctions Between "Turn & Talk" and Precision Partnering?

◆ One student can't dominate/do all the work

◆ Mutual accountability/equity of participation

◆ Structured language/thinking of students

◆ Structure the "job" of the listener (e.g. agree/ disagree + why, add to, provide examples, etc.)

◆ Developing sophisticated peer discussion skills (e.g. active/responsive listening)

PRECISION PARTNERING

LOOK at your partner

LEAN in toward your partner

LISTEN carefully and respond
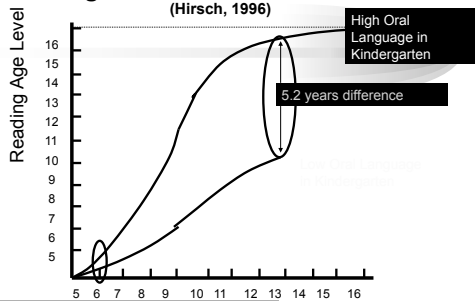
LOW VOICE

THE FOUR L'S

Everyone Does Everything!

What percentage of students actively participate in <u>typical</u> classroom discussions ??

20/80 Dilemma

Decades of research clearly demonstrates approximately 20% students are responsible for 80% of the "doing (answering, asking, volunteering etc)... We Must "flip" this equation... shooting for 100%, and routinely producing at least 80%...

The Effects of Weaknesses in Oral Language on Reading Growth/Academic Achievement
(Hirsch, 1996)

Reading Age Level

High Oral Language in Kindergarten

5.2 years difference

16
15
14
13
12
11
10
9
8
7
6
5

5 6 7 8 9 10 11 12 13 14 15 16

Schools have not caused the gap...
sadly, we <u>unintentionally</u> exacerbate it...

Changing Normative Discourse Structures

How does this UNintentionally exacerbate the "gap"?
Implications for our work to improve literate engagement?

An Engagement Bottom Line:

How Well <u>We</u> Structure =

How Engaged <u>They</u> Are

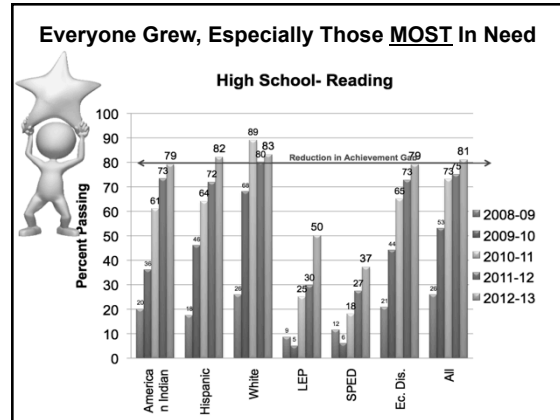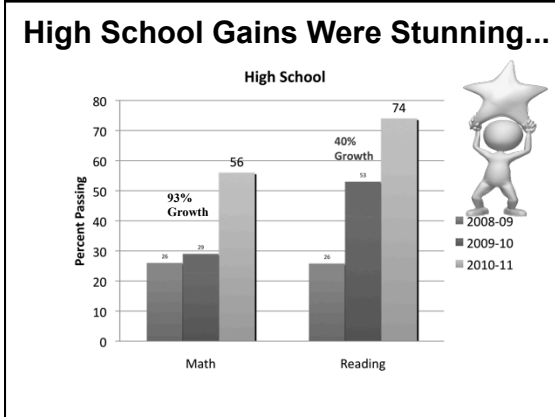
But how do we get "buy-in"?

<u>Not</u> very effective: (telling/selling!!)
- lectures, admonitions, pleading, & other talk
- mandates, "you will comply…."
- hope it happens spontaneously etc.

Very effective: Collaborative Leadership Teams
- "Direct – lived – 1st hand experience" (doing!!)
- tied to clear (and brief) rationale (why?)
- tied to clear (and brief) focus (what/how?), e.g. literate engagement – **Big Dogs**
- begin w/the eager, already skilled teachers… becomes a "snowball of efficacy" as it grows…

High School Gains Were Stunning...

High School

Percent Passing

- 93% Growth (Math)
- 40% Growth (Reading)

	2008-09	2009-10	2010-11
Math	26	29	56
Reading	26	53	74

Everyone Grew, Especially Those <u>MOST</u> In Need

High School- Reading

Percent Passing — Reduction in Achievement Gap

Legend: 2008-09, 2009-10, 2010-11, 2011-12, 2012-13

Categories: American Indian, Hispanic, White, LEP, SPED, Ec. Dis., All

What caused this HS to improve?

"While there were no doubt many factors that account for the significant improvement in student achievement at Madras HS, we are convinced it was our laser like focus on **increasing student engagement**, brought to life by instituting learning walks across our entire faculty, that allowed us to truly become a 'learning community' – specific feedback linking our teaching to student learning was the key."

- Melinda Boyle, Jefferson Co Schools, Madras OR

We are <u>ALL</u> "Boys* in the Boat"

*or girls!!

…magic is possible when we are **ALL** pulling in the same direction, all in synch, the boat "swings"… This is "**collaborative coherence**"!

Thanks for Considering Being a Partner in the MASA Adolescent Literacy Project!

Please send along any questions; drkfeldman@gmail.com

Kevin Feldman