



THE “GOLD STANDARD”

ADMINISTRATIVE CONFERENCE
SUPERINTENDENT PATRICE A. JOHNSON
AUGUST 4, 2016



JSD Areas of Focus – 2011-15

PLCs	Tier I Instruction	Data
<p>Describe how PLCs are working in your school.</p> <p>Where are you in the implementation cycle?</p>	<p>Describe Tier I instruction in your school.</p> <p>What does Tier I instruction look like in your building?</p>	<p>How are you using student achievement data to inform instruction in your school?</p> <p>What tools are you using to assess student progress?</p>
<ul style="list-style-type: none">▪ Norms▪ Unwrap standards▪ Common assessments▪ Shared understanding of what one year's growth looks like--- Student success criteria▪ Use of Mastery Connect▪ Student specific lesson planning▪ Ongoing monitoring of student progress▪ Focused remediation and acceleration▪ Improved classroom instruction <p>***Listen to the discussion that is being had in the PLC meetings.</p>	<ul style="list-style-type: none">▪ High student expectations▪ Teacher clarity▪ Lesson planning/design▪ Honest and timely feedback to teachers and students▪ Resources/professional development/coaching▪ Interventions & enrichment▪ Check for understanding▪ Student engagement▪ Differentiated instruction▪ Depth of knowledge▪ Appropriate pacing of instruction	<ul style="list-style-type: none">▪ Data discussions in PLCs▪ Common assessments▪ Formative and summative assessments▪ Benchmarks▪ Mastery Connect▪ Lesson planning & design based on targeted standards/objectives & student progress▪ Multiple opportunities for success▪ Student-specific lesson planning▪ Student grades <p>Note: How do student grades correspond to mastery of learning?</p>



JSD Areas of Focus – 2016

STUDENT ACHIEVEMENT

Refining PLCs

- Shared understanding of what one year's growth looks like--- Student success criteria
- Strengthen formative assessment strategies that measure student learning and drive lesson development
- Identify promising practices for Tier I instruction
- Use of Mastery Connect
- Analyze data points prior to PLC meeting and use evidence of learning to drive collaboration
- Focused remediation and acceleration
- Shared ownership and accountability for all students

Tier I Instruction

- Essential elements of quality Tier I instruction
 - Teacher clarity
 - Lesson planning/design using success criteria
 - Honest and timely feedback to teachers and students
 - Depth of knowledge
 - High student expectations
 - Teacher-student relationships
- Resources/professional development/coaching
- Interventions & enrichment
- Check for understanding
- Student engagement
- Classroom management

EMPOWERING EMPLOYEES

- Targeted **professional development**
 - ✓ School wide, leadership team-driven
 - ✓ Self-select
 - ✓ District-wide
- Opportunity for growth by **increasing successful classroom skills**
- **Recognizing teachers as professionals** and providing opportunities for educator input
- **Recognizing** and rewarding **quality performance**

CUSTOMER SERVICE

- Create a **welcoming culture**
- Foster an **inclusive environment** where all students are valued
- **Address problems** with efficiency and concern
- Actively **partner with parents** to provide educational support to students



What Works Best for Raising Student Achievement?

SCOPE OF RESEARCH



Based on
1,200+
Meta-analyses



comprising
60,000+
studies



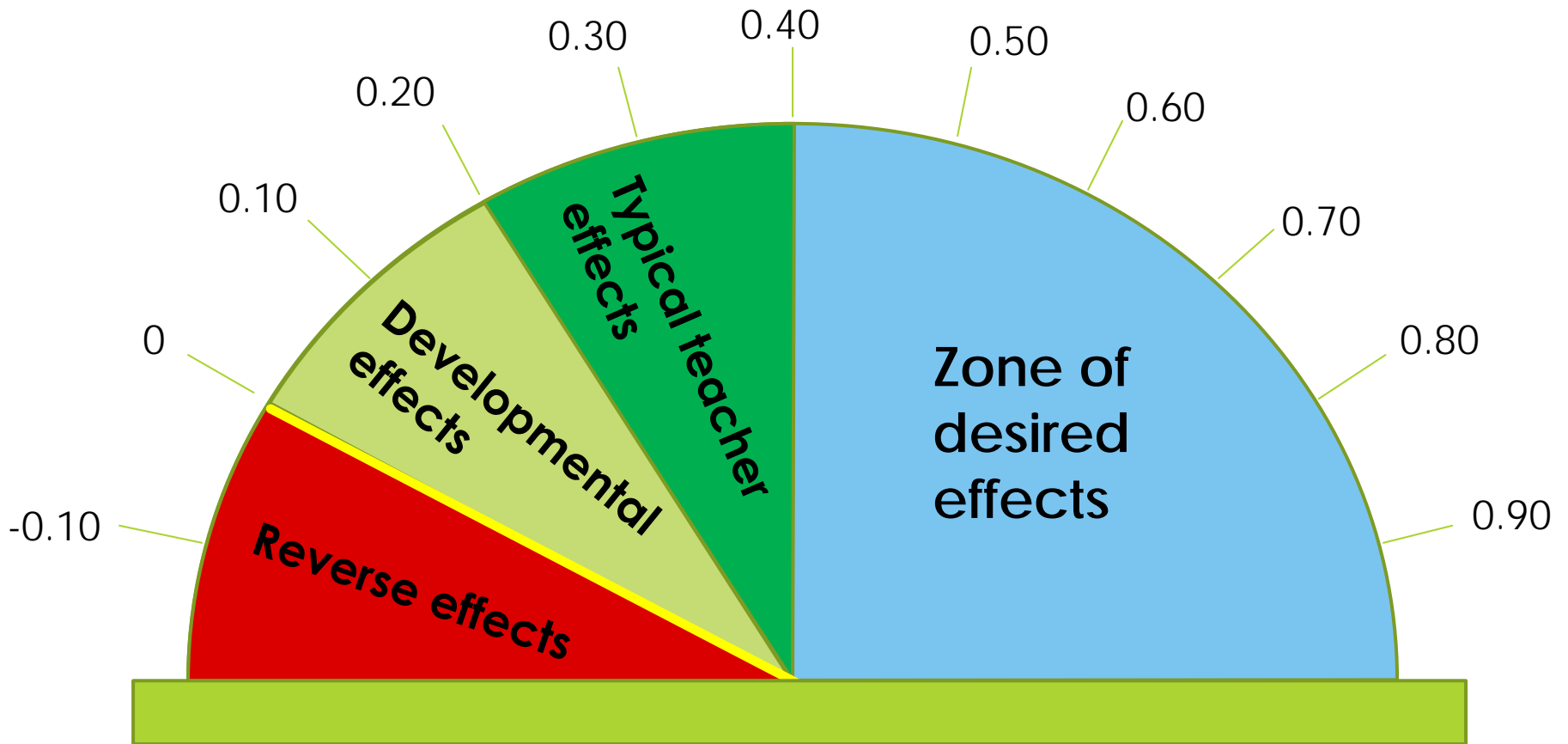
involving
1/4 billion
students worldwide

=

factors that influence
achievement

150

Influences on Achievement





What it's NOT

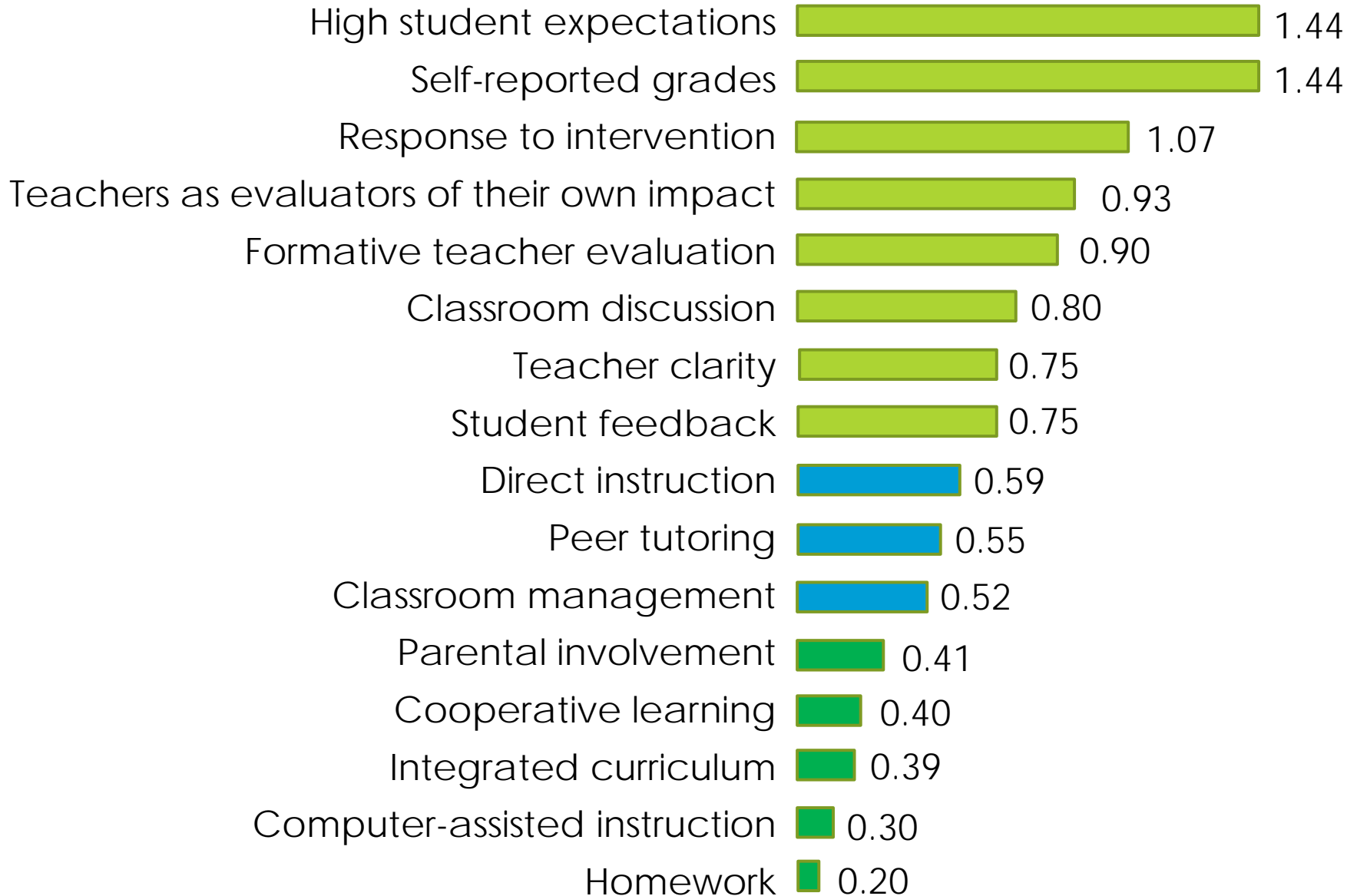
- ▶ **NOT** retention (-0.13)
- ▶ **NOT** teacher subject matter knowledge (.09)
- ▶ **NOT** schedules (.10)
- ▶ **NOT** ability grouping (.12)
- ▶ **NOT** class size (.21)
- ▶ **NOT** more assessments (.25)
- ▶ **NOT** the technology (.26)

Yes!

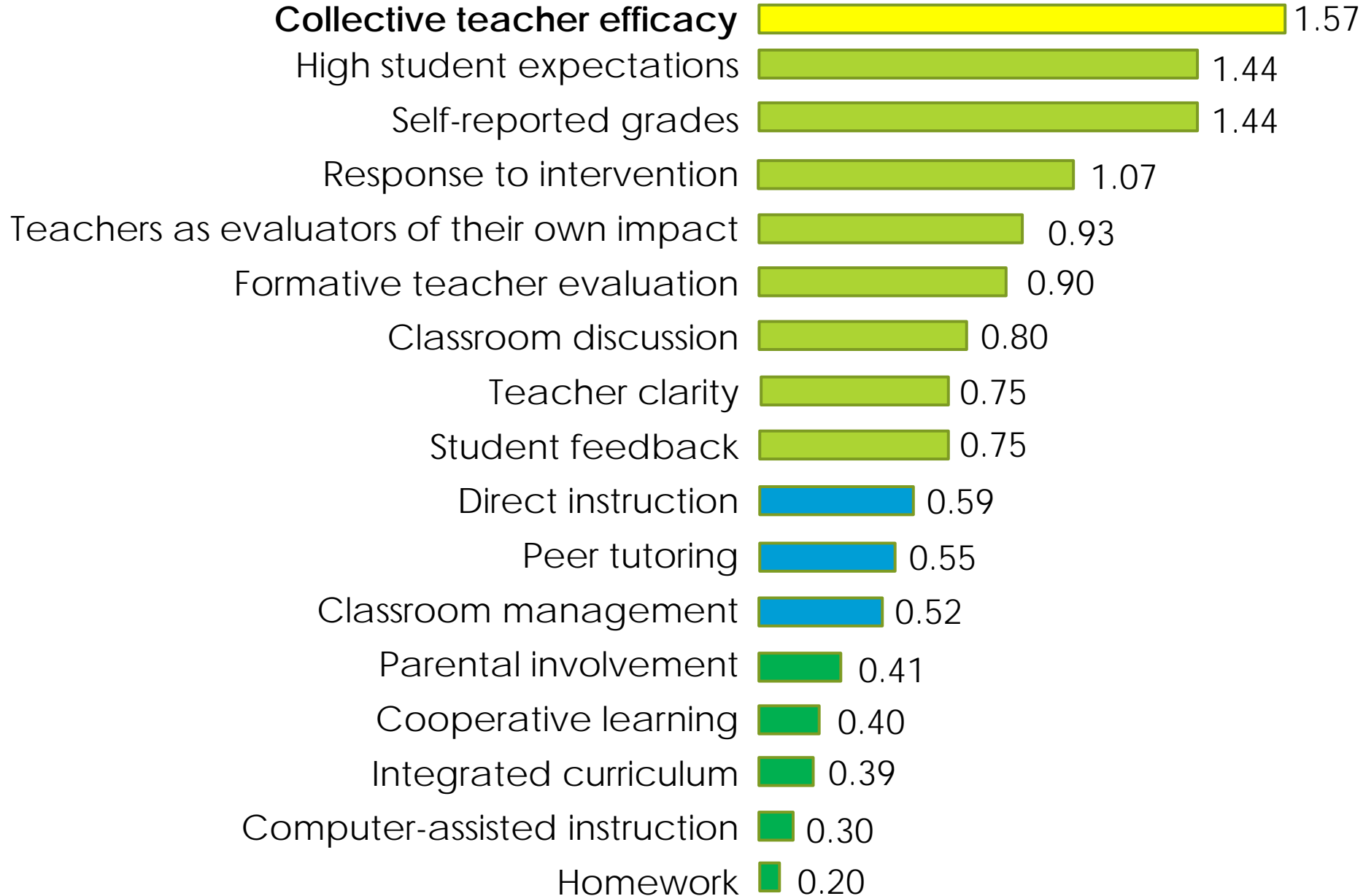
A green pencil is shown drawing a green line that underlines the word "Yes!". The pencil is positioned at the end of the line, pointing towards the right. The word "Yes!" is written in a bold, dark grey font.

What is it?

Examples of Various Effect Sizes



Examples of Various Effect Sizes



What is Efficacy?

Teacher
Efficacy

Belief of one's own
ability to promote
positive change for
students

Collective
Teacher
Efficacy

Belief of teacher
group about
collective ability
to promote successful
student outcomes
within their school



Co-**blabber**-ation

VS.

Co-**labor**-ation



What do Principals do to ensure Collective Teacher Efficacy?



- ▶ Provide opportunities to celebrate success
- ▶ Hold focused conversations about student learning and the evidence
- ▶ Empower staff by modeling the PLC practice
- ▶ Work along side their teachers
- ▶ Provide clear expectations
- ▶ Offer professional development that is co-constructed with their staff
- ▶ Build positive relationships in a culture of trust where error encourages some of the best learning opportunities

When educators
see themselves
through the
eyes of a
student, then
we move from
a focus
on TEACHING
to a focus
on **LEARNING**.

- John Hattie



My Mom . . .

A Gold
Medal
Champion



Be a **GOLD MEDAL CHAMPION**



for

Every Child, Every Day!

