



The
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Center™

**Top Ten Performance
Challenges and Opportunities for
Missouri Education**

**The Leadership and Learning Center
Douglas B. Reeves
www.LeadandLearn.com**

Overview

- Defining Top Ten Performance
- National and International Evidence
- Instructional and Leadership Practices
- Policy Implications for State Leaders
- Implementing Common Core Standards
- Missouri Challenges and Opportunities
- The “Shanghai Surprise”
- Evidence in Education

1. Defining Top Ten

- National Assessment of Educational Progress (NAEP)
 - Vermont, Massachusetts, Connecticut, New Jersey, Maine, Minnesota, Virginia, Montana, Wisconsin, and New York
- Include HS Graduation Rate and AP Scores: New Hampshire, Pennsylvania

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The Limits of Proficiency Indicators

- State proficiency widely variable
- Incentives against rigor

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Missouri Performance

- Strong improvements in math since 2003 (proficient and advanced)
- HS graduate rate up 4% from 2000 to 2007
- Advanced Placement Test scores at 3 or higher up 5.7%
- Minor improvement in 4th grade reading
- Minor decline in 8th grade reading
- Poverty gap narrowing

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Limits of State Policy

- “We don’t want state mandates” because we can make better decisions ourselves, or
- “We need state mandates because if they are not in place, we won’t make good curriculum and staffing decisions.”
- Beyond governance – the moral imperative in education

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2. National and International Evidence

- Clear and specific academic standards
- Standards implementation supported with accountability and assessment
- Cross-disciplinary writing in science, social studies, and math
- Funding – with accountability
- Monitoring – focus on adult actions, not just test scores
- Early Childhood Education – with focus on academic content

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Missouri Commitment to Effective Implementation

- Improved monitoring and implementation of teaching and leadership actions
- Proactive self-monitoring better than after-the-fact state inspections

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Closing the Implementation Gap Research

The critical variable for professional learning is
DEEP IMPLEMENTATION

Source: Reeves, D. (2010). *Transforming professional development into student results*. Alexandria, VA: ASCD

Planning for Success:

- Efficacy – bone deep belief that teaching and leadership matter
- Prioritization – six or fewer
- Specificity
- Measurability
- Monitoring (adult actions, not just test scores)

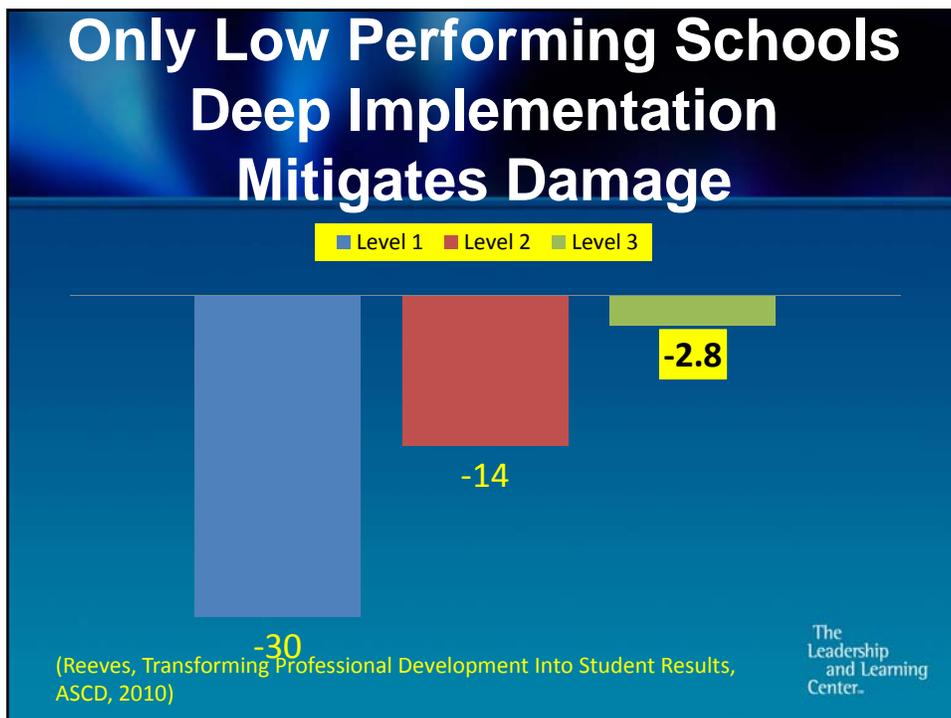
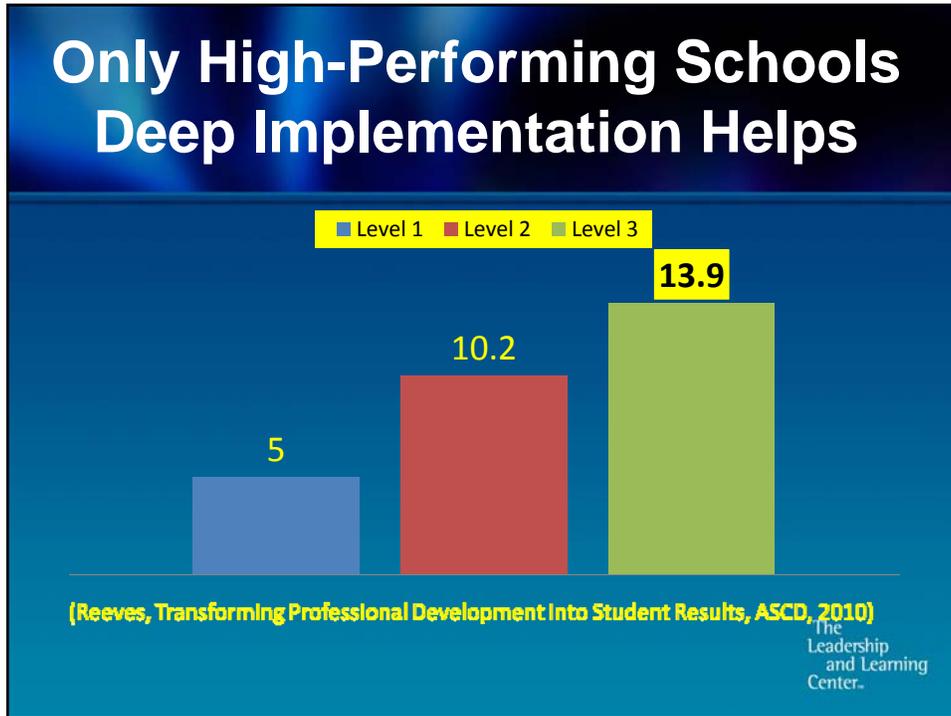
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Only High Implementation Yields Gains



(Reeves, Transforming Professional Development Into Student Results, ASCD, 2010)

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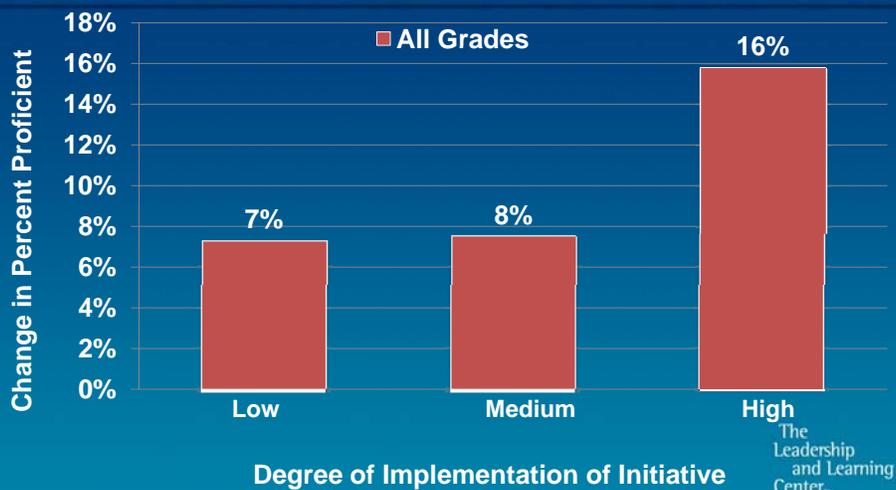


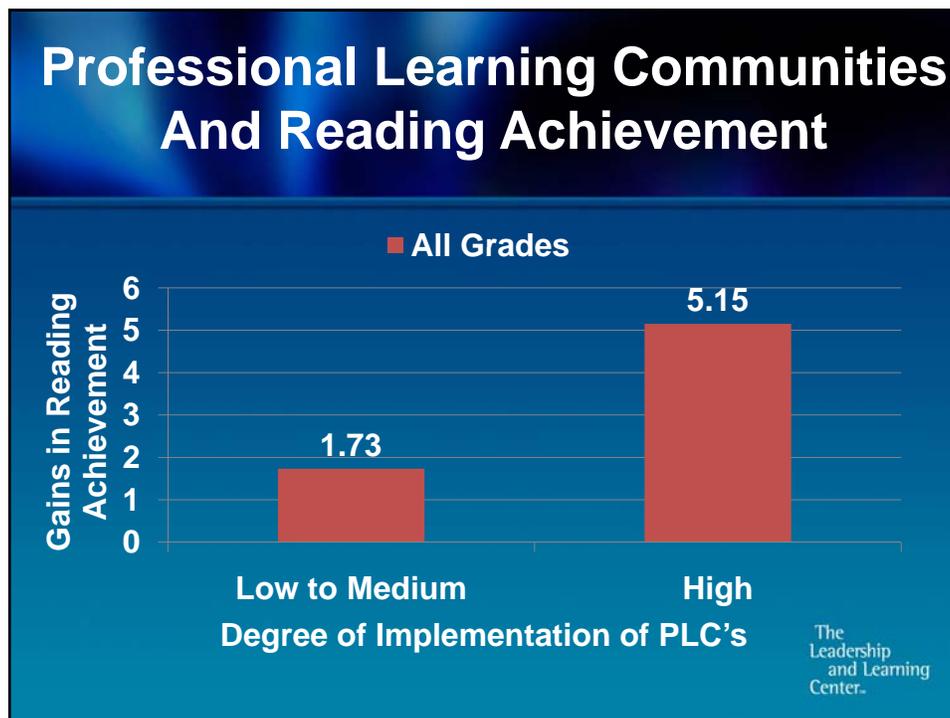
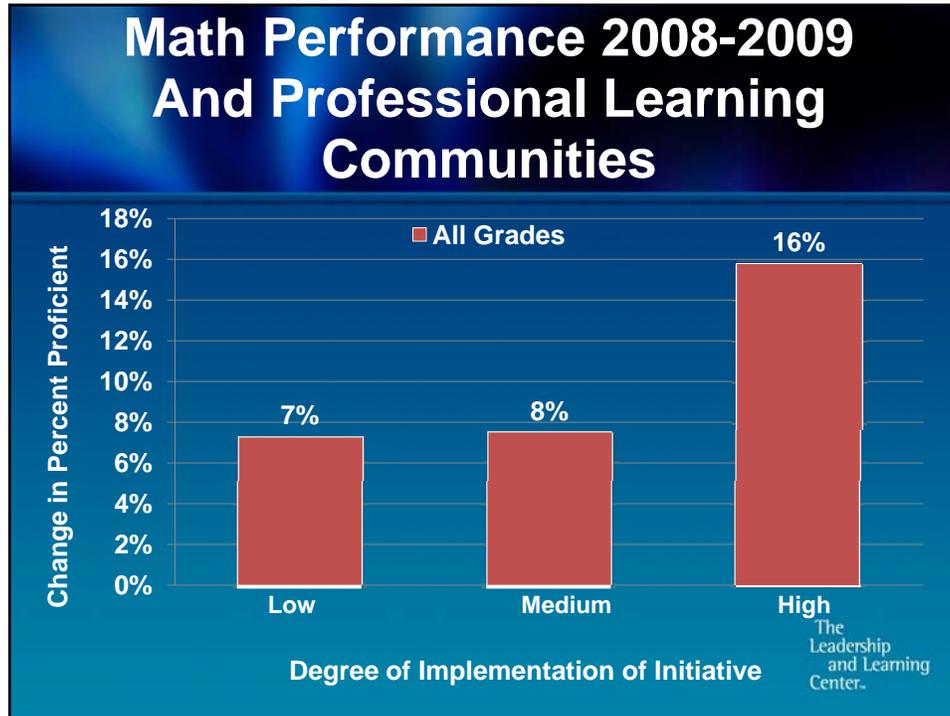
Other Key Findings

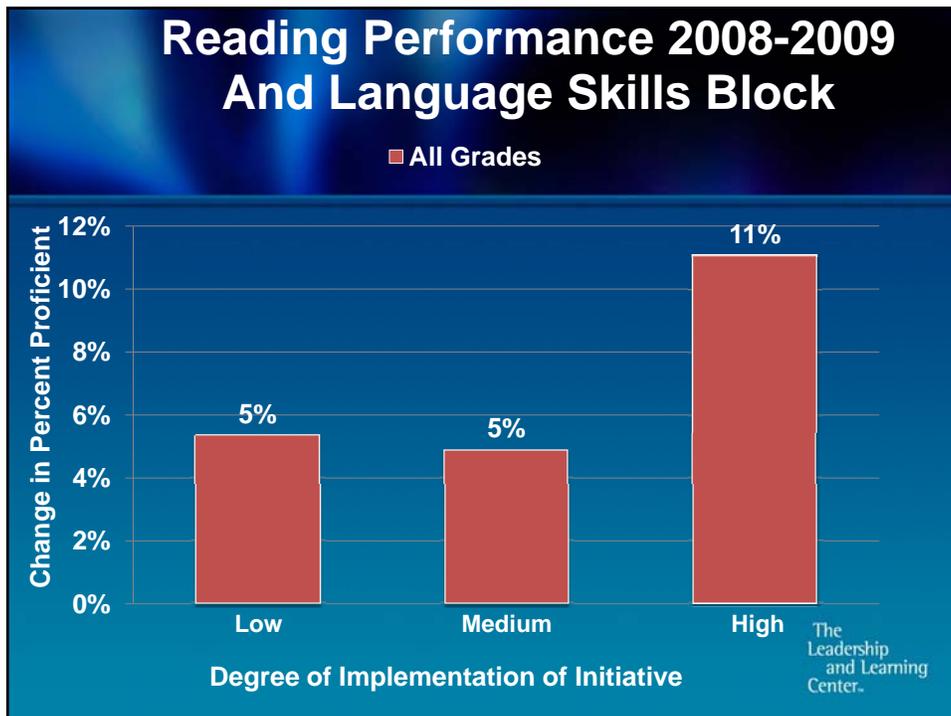
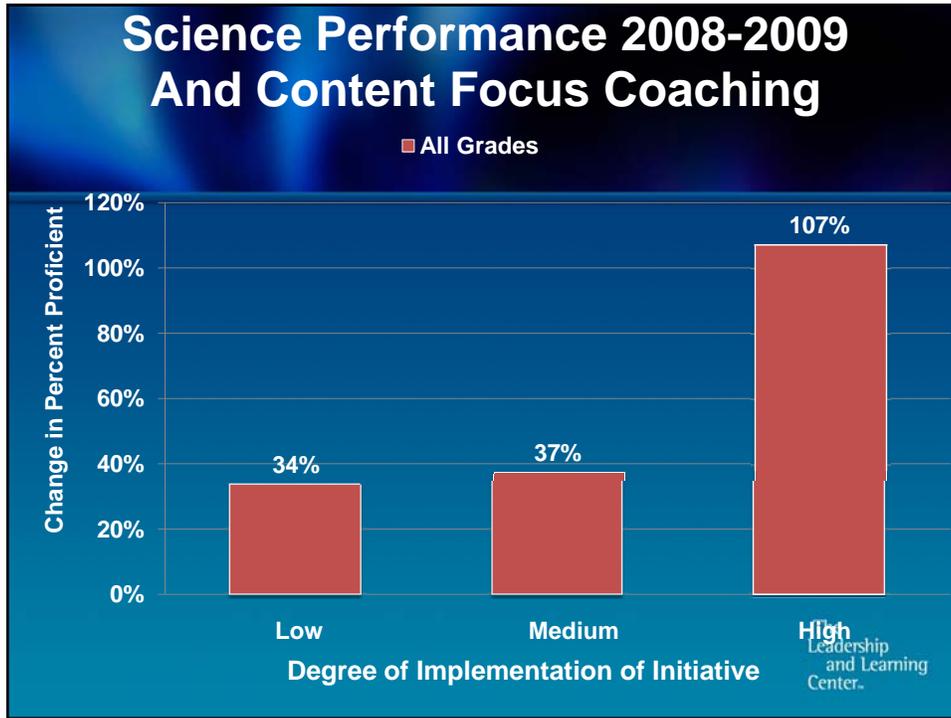
- More than six priorities inversely related to achievement
- 90% faculty participation, 3-5 times higher achievement gains than 10% faculty participation
- PRACTICES, not PROGRAMS

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Math Performance 2008-2009 And Professional Learning Communities







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

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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

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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*

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4. Policy Implications for State Leaders

- Increased failure rates cost taxpayer money
- Emphasize Informational Writing
- Depoliticize Educational Policy
- Implement Common Core with Rigor, Clarity, and Specificity
- Monitor instructional and leadership strategies

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Investments vs. Cuts – Focus on the “Health and Safety Issues”

- Nearly 20,000 dropouts
- \$5.2 billion in lost wages and productivity in one class
- \$145 million in medical care
- \$147 million from 5 percent reduction in male dropout rates
- Alliance for Excellent Education, 2010

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Build on Missouri Successes

- Standards for the right reasons
- Multifaceted assessments
- Comprehensive integrated data base
- Extensive P-20 collaboration
- Strong technology leverage, linking practice to data
- Direct support to schools and classrooms using technology

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Opportunities for National Leadership

Standards and Assessment

- Formative assessments
- Real-time feedback
- Integrated assessment system
- Post-secondary partnerships
- 21st Century assessments
- Explicit inclusion of fine arts, health, and technology

Data Systems to Support Instruction

- Real time link between student assessment, teaching, and leadership
- Mini-grants for continuous insights
- Data teams - what PLC's really do
- Data teams certification
- Parent and community access
- Policymaker data use

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Great Teachers and Leaders

- Clarity and frequency of teacher observations
- State-wide leadership assessment
- Data Expositions
- Holistic approach to teacher incentives

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More on Teacher Incentives

- Money is not enough
- Key non-economic incentives:
- **Time**
- **Safety**
- **Learning**
- **Respect**

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Turning Around Lowest-Achieving Schools

- 90 90 90 research
- 100 100 100 – evidence of sustainability
- Multiple perspectives, identical results
- Practices, not programs

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Application of the Evidence

- Time for literacy
- Collaborative scoring
- Student engagement
- Appropriate consequences
- Multiple opportunities for success
- Individualized learning plans
- Immediate intervention
- Nonfiction writing

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5. Implementing the Common Core – Lessons from Show-Me

- State Responsibilities – assess causes and effects
- District Responsibilities – system of assessments, not end-of-year tests
- Classroom and School Responsibilities – document best practices
- Higher Education Responsibilities – prepare teachers for the Common Core
- Citizen Responsibilities – “Standards Plus”

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Mistakes to Avoid:

- 1) Analysis Paralysis - Don't wait for Washington or for "the official answer" to every potential question**
- 2) Abandon current standards-based teaching and assessment techniques – Don't revert to a norm-based system**
- 3) Try to do it all – it was too much 15 years ago and it's too much now.**
- 4) Check it off and move on**

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What Schools Must Do:

- 1) Find common ground – identify what does NOT change. Highlight the areas of the Common Core that you already teach and assess**
- 2) Focus your energy – use the Power Standards Approach (leverage, endurance, essential for next grade)**
- 3) Embrace common formative assessments now**

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Learning From the Past

- Too many standards, not enough time
- Standards and assessment not aligned
- Teacher ownership varied from deep and pervasive to non-existent
- Superficiality and coverage rather than practice, feedback, depth, and rigor

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Going Beyond the Standards

- Teacher creativity remains essential in creating challenges and engaging scenarios
- Adaptations for students with learning disabilities
- Attention to the growing number of students who are not speaking English at home

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Strengths of Common Core

- Rigor and clarity
- Clear connections among grade levels
- Err on the side of specificity
- Refreshing emphasis on nonfiction writing
- The “List” – Capital “L” – *Mister Popper’s Penguins* and *The Amazing Endocrine System*

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Strengths, Continued

- Interdisciplinary literacy – science and social studies **MUST** include writing and reading
- Dramatic increase in rigor for grades 6-8
- Kindergarten reading and writing

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Weaknesses of Common Core

- “What vs. How” – false dichotomy
- Inconsistent grouping of grade levels
- Weird discontinuities – “spell correctly” in elementary school: “spell with assistance” in middle school
- Leading with the chin – we all love Steinbeck, but . . .

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What’s the Balance?

- Political correctness and fear would stop Steinbeck
- It would also stop Frederick Douglass and Abraham Lincoln

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Implications for Teachers and Leaders

- **Challenge the “Wait for Assessment” premise**
- **Embrace effective teaching strategies and stop fearing them**
- **Standards are morally and ethically right – the standard is not perfection, but superiority to the bell curve**

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6. Missouri Challenges and Opportunities

- **Most Districts Lack Implementation Plan**
- **States Focused on Quality**
- **Acceleration of Data to Schools – significant improvement over prior years**
- **Higher expectations**
- **State-wide capacity in Data Teams**
- **100% opportunity and 10% participation in society**

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7. Myths and Realities of International Competition

- Myth: High Performing Countries Abandon Music, Art, and PE
- Myth: Working Smarter Is Sufficient
- Myth: Teachers Can Be Ordered to Do Anything
- Myth: National Mandates Drive Education

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8. Evidence and Educational Debates

- 1 – I Believe it
- 2 – I experienced it
- 3 – My friends and colleagues share my experience
- 4 – Objective observation
- 5 – Preponderance of the evidence

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Path to the Top Ten

- Uncompromising focus on rigor and accountability
- State focus on “safety and value” issues
- District focus on “beyond the standards” – the right kind of competition
- Explicit integration of technology with decision-making
- Missouri models of success – relentless documentation and replication of best practices

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Discussion and Questions

Dreeves@LeadandLearn.com

+1.303.504.9312, ext. 512

www.LeadandLearn.com

Where is effective implementation on the path to top ten?

- The the very core
- Daily focus on implementation
- Focus of classroom visits
- Example: Effective feedback, effective data analysis

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Explain “beyond the standards”

- Students should be challenged not only for proficiency, but for “exemplary” work
- Qualitative difference in complexity
- Service, leadership

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Where does grammar fit?

Important – every class, every piece of writing
More than 50% of incoming law students failed a grammar and usage test
Businesses spent \$3 billion on remedial writing courses

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Is a common fault with PLC's that leaders fail to realize the importance of processes?

- Yes – need basic management tools
- Pre-formatted minutes
- Consistent protocols
- Self-evaluation at the end of every meeting

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Attorneys must pass the bar; nurses must pas exam

- Is it time to require an exam to get a high school diploma?
- Massachusetts does – six opportunities, plus adaptations
- Pass rate rose from 50% to 98%

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What about retention prior to 3rd grade?

- Retention does not work
- Social promotion does not work

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Should kindergarten be mandatory?

- Yes – with academic content

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There are no “do-overs when submitting a bid in the real world

- Real world is almost always submit, get feedback, and improve it

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