



MISSOURI COLLABORATIVE WORK (CW) AND STATE PERSONNEL DEVELOPMENT GRANT (SPDG)

SPECIAL EDUCATION ADMINISTRATOR'S CONFERENCE

TAN-TAR-A RESORT AND CONFERENCE CENTER

September 2013

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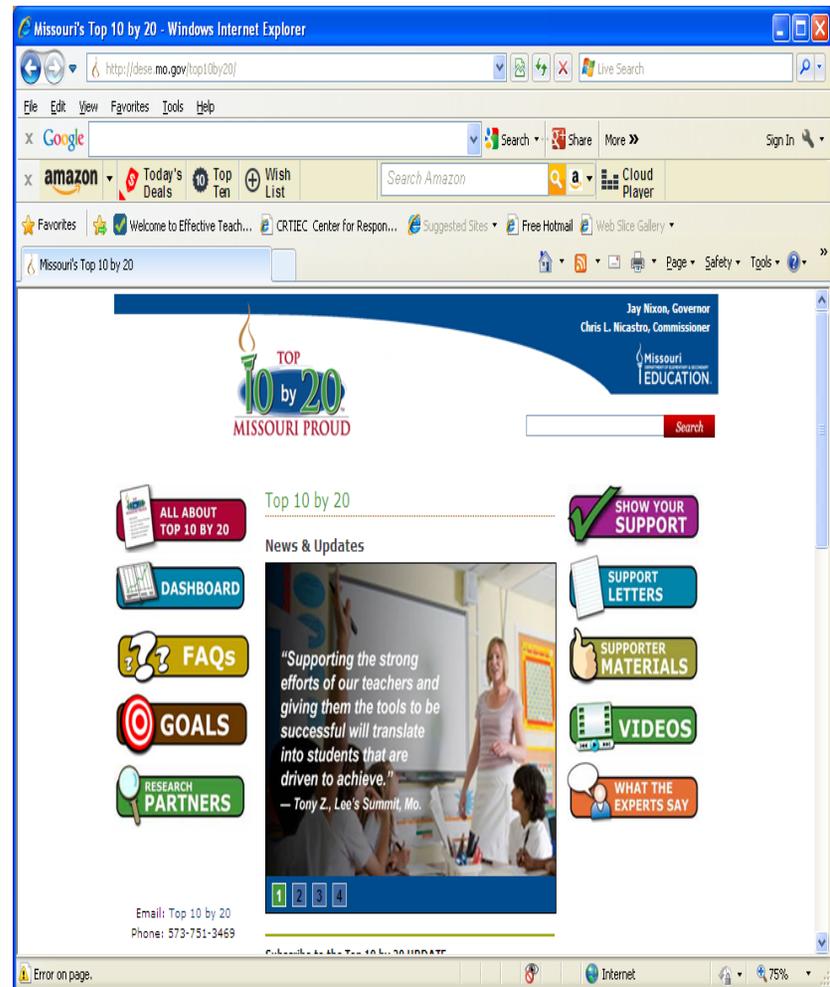
All DESE presentations for this conference can be found at:

- <http://dese.mo.gov/se/mocaseresource.html>



Department Vision

- ❑ The vision of the Missouri Department of Elementary and Secondary Education is to be one of the Top 10 states in performance outcomes by the year 2020.
- ❑ The vision of the Statewide System of Support is to provide essential supports for all Missouri districts and schools to succeed at levels which allow the state to reach its vision.



10 by 20 Plan Goals

- ❑ **All** Missouri students will graduate college and career ready.
- ❑ **All** Missouri children will enter kindergarten prepared to be successful in school.
- ❑ Missouri will prepare, develop, and support effective educators.
- ❑ The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.



Performance of Subpopulations

Communication Arts--MAP

Area	Number Tested	Proficiency for Non-Subpop	Proficiency for Subpop	GAP
All	514,420	54.9%		
Black	84,628	59.2%	32.9%	26.3%
IEP	66,117	59.1%	26.4%	32.7%
ELL	13,093	55.7%	23.0%	32.7%
Econ. Deprived	247,536	67.9%	40.8%	27.1%
Not Black, IEP, ELL, F/R	222,551	73.1%		



Performance of Subpopulations

Mathematics-MAP

Area	Number Tested	Proficiency for Non-Subpop	Proficiency for Subpop	GAP
All	526,622	54.0%		
Black	86,183	58.8%	29.7%	29.1%
IEP	64,724	57.5%	29.3%	28.2%
ELL	13,878	54.6%	31.8%	22.8%
Econ. Deprived	249,766	66.2%	40.6%	25.6%
Not Black, IEP, ELL, F/R	232,074	70.9%		

National Assessment of Educational Progress (NAEP)

Percentage of students scoring at or above proficient

Area	Grade	% Proficient	% Not Proficient	Rank
Math	4	41%	59%	24 th
Math	8	32%	68%	33 rd
Reading	4	34%	66%	22 nd
Reading	8	35%	65%	20 th
Science	8	40%	60%	18 th

Category	% of SWD Pop	HE/Comp Employ	Rank	Employ/ContEd	Rank	MAP Prof CA	Rank
Intellect Disability	8.9%	39.2%	12	49.6%	12	47.9%	3
Emotional Disturbance	5.8%	49.3%	11	53.1%	11	21.4%	10
Orthopedic Handicap	0.5%	54.2%	10	70.8%	7	45.5%	5
Visual Impairment	0.4%	66.7%	5	83.3%	2	35.2%	7
Hearing Impairment	1.0%	62.9%	7	73%	4	25.2%	9
Learning Disability	29.9%	67.3%	4	73.1%	5	14.8%	12
Other Health Impaired	16.2%	64.8%	6	70.7%	8	20.5%	11
Deaf and Blind	0.02%	100%	1	100%	1	41.2%	6
Multiple Disabilities	1.3%	17.6%	13	28.4%	13	69%	1
Autism	6.2%	57.7%	8	63.2%	10	47.4%	4
Traumatic Brain Injury	0.4%	57.1%	9	63.3%	9	32.6%	8
Language Impaired	9%	68%	3	71.1%	6	12.0%	13
Speech Impaired	18.5%	73.9%	2	78.3%	3	48%	2

Collaborative Work Vision

- ❑ Create a model system for developing, sharing and implementing effective practices that can be accessed by participating schools and all other schools interested in making remarkable improvement.



Why are we doing this work?

- Recent research has shown us that there are some teaching/learning practices that are highly effective
- To maximize these effects and reach every child we need to help educators:
 - Work in collaborative teams
 - to assist one another to learn and use these practices
 - to use data well
 - Use the same practice(s) with fidelity throughout the building
- The Collaborative Work is aligned to the Missouri Teacher/Leader Standards and supports implementation of the Missouri Learning Standards



John Hattie—“Visible Learning”

- “When investigating the continuum of achievement, there is remarkable generality—remarkable because of the preponderance of educational researchers and teachers who argue for treating students individually, and for dealing with curriculum areas as if there were unique teaching methods associated with English, mathematics, and such. **The findings from this synthesis apply, reasonably systematically, to all age groups, all curriculum areas, and to most teachers.**”
- What “some” teachers do matters—those who teach in a most deliberate and visible manner.

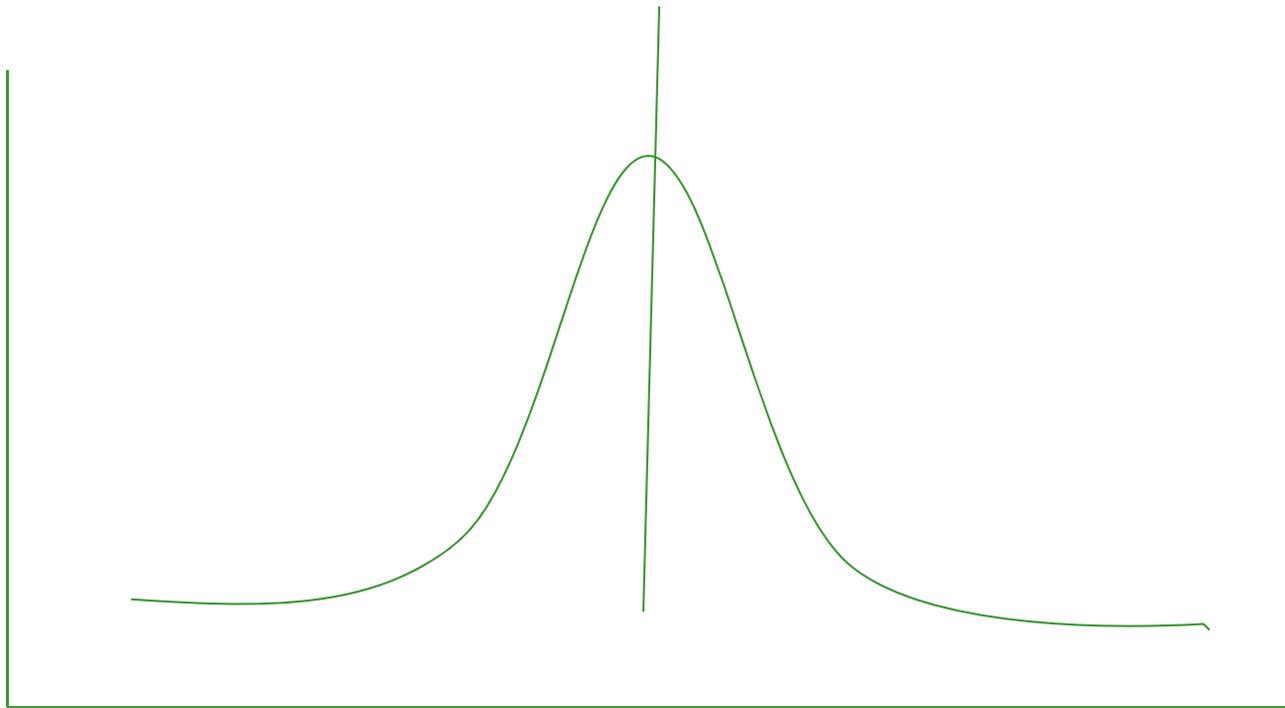


Effect Size

- **Effect Size** is a common expression of the magnitude of study outcomes for many types of outcome variables, such as school achievement. An effect size of $d=1.0$ indicates an increase of one standard deviation on the outcome (a standard deviation increase is typically associated with advancing children's achievement by two to three years, improving the rate of learning by 50%, or a correlation between some variable and achievement of approximately $r=0.50$). In implementing a new program, an $d=1.0$ would mean that, on average, students receiving the treatment would exceed 84% of students not receiving the treatment.



Effect Size— pretend this is a standard curve



.40



From _____ to Great

Hattie: Schools that doubled their performance followed a similar set of strategies that included:

- Goal setting
- Analyzing student data
- Using formative assessments
- Collectively reviewing evidence on good instruction
- Using time more productively



Desired outcome from the Missouri Collaborative Work: **Improved outcomes for all students**

Teachers and administrators will implement collaborative data teams to assist one another to:

- implement effective teaching/learning practices
- develop and administer common formative assessments that measure the effectiveness of instruction and student mastery of learning objectives, and;
- use data-based decision-making to guide team decisions about classroom learning and instruction.



Collaborative Data Teams

Effective Teaching and Learning Practices	Common Formative Assessments	Data-Based Decision - making
<p>Collaborative Data Teams help each other learn to select and use effective teaching/learning practices which are intentionally used to improve student outcomes</p>	<p>Collaborative Data Teams use common formative assessments to monitor the value of the teaching and learning practices and of student acquisition of knowledge and skills</p>	<p>Collaborative data teams collectively analyze data to determine who needs more help and what practices are most likely to work for re-teaching. Re-testing validates their decisions.</p>



Missouri Collaborative Work (CW)

- ❑ Initiated in 2012-13 School Year
- ❑ Invited buildings in districts from all 9 RPDC regions
- ❑ Must have a measurable number of SWDs
- ❑ Not a Priority or Focus building
- ❑ Not in an unaccredited district
- ❑ Must be committed to collaborative implementation
- ❑ Work supported by regional center staff and grants to participating buildings from Office of Special Education



2012-2013

- Total Buildings = 269
 - Region 1 = 22
 - Region 2 = 13
 - Region 3 = 41
 - Region 4 = 38
 - Region 5 = 15
 - Region 6 = 30
 - Region 7 = 27
 - Region 8 = 67
 - Region 9 = 16
- Building Types
 - High School = 20
 - Jr. High/Middle = 29
 - Elementary = 221
- Student Count
 - K-21 Enrollment = 114678
 - 5K-21 SWD = 16114
- Staff Count
 - Teachers Spec Ed = 1343
 - Teachers Gen Ed = 8026
 - Admin = 380



2013-2014

- Region 1 = 40
- Region 2 = 18
- Region 3 = 61
- Region 4 = 39
- Region 5 = 18
- Region 6 = 34
- Region 7 = 29
- Region 8 = 88
- Region 9 = 23

□ Building Types

- High School = 51
- Jr. High/Middle = 44
- Elementary = 253
- Early Childhood = 1
- Alternative = 1

□ Student Count

- K-21 Enrollment = 156842
- 5K-21 SWD = 20865

□ Staff Count

- Teachers Spec Ed = 2229
- Teachers Gen Ed = 10573
- Admin = 529



Collaborative Work Comparison

2012-2013

- **Total Buildings = 269**
- **Building Types**
 - High School = 20
 - Jr. High/Middle = 29
 - Elementary = 221
- **Student Count**
 - K-21 Enrollment = 114678
 - 5K-21 SWD = 16114
- **Staff Count**
 - Teachers Spec Ed = 1343
 - Teachers Gen Ed = 8026
 - Admin = 380

2013-2014

- **Total Buildings = 350**
- **Building Types**
 - High School = 51
 - Jr. High/Middle = 44
 - Elementary = 253
 - Early Childhood = 1
 - Alternative = 1
- **Student Count**
 - K-21 Enrollment = 156842
 - 5K-21 SWD = 20865
- **Staff Count**
 - Teachers Spec Ed = 2229
 - Teachers Gen Ed = 10573
 - Admin = 529



What are the benefits of participation?

- ❑ Aligned with Missouri Teacher/Leader standards and Missouri Learning Standards.
- ❑ Builds a common language in the building.
- ❑ The collaborative process builds the capacity of the building to conduct much of its own routine training and learning.
- ❑ Builds a toolbox of effective teaching/learning practices in each building to which all teachers can demonstrate a high level of effectiveness.
- ❑ All schools will get access to a pool of formative assessments aligned to the Missouri academic learning standards for use in subsequent years.
- ❑ Additional funds help defray the costs of teacher time or substitutes.
- ❑ All content areas will likely benefit.
- ❑ If implemented with integrity, student achievement will increase at a faster rate.



More benefits...

- ❑ Supportive model—Weight Watchers
- ❑ Helps maintain focus
- ❑ Improves chances of implementing with high fidelity
- ❑ Outside support to help solve problems
- ❑ Will develop regional and state ability to share practices, lesson plans, formative assessments, etc. which should cut down on time and costs for districts
- ❑ Will contribute to building a scalable and sustainable model to improve outcomes for all students in all districts



Need for High Commitment and Focus

National researcher and consultant Brian McNulty states:

- ❑ Half-hearted implementation is actually worse than minimal or no implementation
- ❑ To improve your chances of implementing well, focus on two things:
 - ❑ Learning and deeply implementing specific effective instructional practices
 - ❑ Using Data Teams at each level of the system
- ❑ Without focus, even the best leadership ideas will fail, the most ideal research-based initiatives will fail, and the most self-sacrificing earnest leaders will fail. Worst of all, without focus by educational leaders, students and teachers will fail



Accountability

- ❑ Regular development and use of common formative assessment by grade-level and aligned to the content standards of mathematics/English Language Arts
- ❑ Reports of data analysis:
 - ❑ Teaching/learning practice used
 - ❑ Number of students assessed
 - ❑ Number/% of students and SWD in high/med/low
 - ❑ Re-teaching
 - ❑ Re-test results



Functional Educational Support System

- ❑ Redesigned/Reengineered to support scalability and sustainability
 - ❑ Supports **shared work** on improvement of instructional practice and achievement
 - ❑ Promotes culture of **shared accountability**
 - ❑ **Redefines leadership** as set of essential practices that must be implemented at all levels
 - ❑ **Provides consistent structures** for helping people put essential practices in place



What role does the SPDG play in the Collaborative Work?



State Personnel Development Grant (SPDG)

- ❑ October 1, 2013
- ❑ 5 year grant
- ❑ 1.4 million per year
- ❑ Focus is on PD (majority of funds must be spent on Initial and follow-up PD activities)
- ❑ Missouri SPDG is the support for training of state, regional and district staff in the components of the Collaborative Work
- ❑ All training activities of SPDG must meet USDOE criteria for HQ



High Quality Professional Development

(frequency & intensity to match level of need)

Training

Using standardized materials to meet learning objectives

Technical Assistance

Job embedded information, advice, assistance, & resources

Coaching

Facilitating & modeling new skills in the school setting

DESE

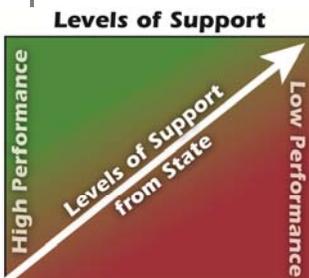
- Provides HQPD to RSCs
- Assures standardized materials
- Connects RSCs with technical assistance and job-embedded supports as needed

Regional Professional Development Centers (RPDCs)

- Provides HQPD to LEAs aligned with data identified needs
- Assures standardized materials are used with fidelity
- Provides job-embedded technical assistance in follow-up to training
- Facilitates development of competencies for building-level teams to model and guide newly acquired knowledge and skills in the school setting.

Local Districts and Buildings (LEAs)

- Engages in HQPD aligned with data identified needs
- Assures standardized materials are used with fidelity
- Engages in job-embedded technical assistance in follow-up to training
- Engages in building-level internal coaching in follow-up to training & technical assistance.



Outcome
Improved student achievement, especially for students with disabilities.

Missouri Collaborative Work: Focused on Effective Teaching/Learning Practices

Bridging Professional Development to Practice

WHY?

Improve learning for all students, especially students with disabilities, and improve teaching, by:

- establishing and implementing effective and efficient **collaborative data teams**,
- implementing with fidelity and a high degree of effectiveness a variety of **teaching/learning practices** which have been proven to have a high effect size on student outcomes,
- developing and administering **common formative assessments** to measure the effectiveness of teaching/learning practices as evidenced by student mastery of learning objectives, and
- using **data-based decision making** to guide decisions about classroom teaching/learning practices.

WHO?

Nine Regional Professional Development Centers deliver professional development using Learning Packages to over 250 Missouri buildings in over 105 districts.



Consistent Statewide High Quality Professional Development

HOW?

Statewide collaborative teams developed "Learning Packages." A 'learning package' is a focused approach to professional development content that:

- addresses adult learning principles,
- upholds specific characteristics of high quality professional development, and
- focuses on implementation at the classroom level.

Implementation of Professional Development

Fidelity of Professional Development

Pre/post assessments

Collaborative Data Teams Professional Development Pre Assessment

Directions: The following questions have only ONE right answer. Circle the correct answer.

- Which of the following behaviors is **an** indicator of an effective team?
 - Conflict items are not used for the development of next meeting agendas.
 - Team member roles are clearly defined and assigned prior to the meeting.
 - Attendance is regularly reported from members.
 - Members establish multiple connections.

MOEDU-SAIL | UMKC | MISSOURI DEPARTMENT OF EDUCATION

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Implementation in Schools

Practice Profiles for Classroom Level Implementation

Practice	Indicator	Level
Collaborative Data Teams	1. Collaborative Data Teams are established in the building.	1-4
	2. Collaborative Data Teams meet regularly.	1-4
	3. Collaborative Data Teams use data to inform practice.	1-4
	4. Collaborative Data Teams use data to inform practice.	1-4
Common Formative Assessment	1. Common Formative Assessment is used in the building.	1-4
	2. Common Formative Assessment is used in the building.	1-4
	3. Common Formative Assessment is used in the building.	1-4
	4. Common Formative Assessment is used in the building.	1-4

Implementation Fidelity & Student Engagement Data

Teacher	Pract	Fidelity	Engagement
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

Learning Packages

Components of High Quality Professional Development

Component	Purpose	Content
Preparation	Provide opportunity for learners to engage in the content prior to the formal training.	<ul style="list-style-type: none"> • Learning objectives • Expectations for the training • Preparatory reading/Reflection exercise
Opening & introductions	Provide an overview of the day, including reviewing learner objectives, outcomes, and essential questions.	<ul style="list-style-type: none"> • Session at-a-glance • Introductions • Essential questions • Norms • Pre-assessment
Why the topic is important	Review the basics and relevance to student learning.	<ul style="list-style-type: none"> • Implications for student learning • Ways implementation aligns with common core standards
Overview of the topic	Provide learner with core concepts, terms, and vision for implementation.	<ul style="list-style-type: none"> • Core concepts • Glossary of terms • Implementation example
Unpacking the topic	Explore the core components and implementation steps.	<ul style="list-style-type: none"> • Detailed description of the core components • Rationale for components • Detailed implementation steps
Topic in practice	Provide opportunity for learners to discuss what application in the classroom looks like.	<ul style="list-style-type: none"> • Detailed description of what implementation looks like • Group discussion on what implementation looks like in a variety of contexts • Measuring fidelity • Using data to inform practice
Topic in action	Explore ways for the learners to incorporate the new knowledge and skills into their teaching.	<ul style="list-style-type: none"> • Reflection on what implementation would look like in their classrooms • Discuss and problem-solve potential challenges to implementation and fidelity drift
Assessment & reflection	Provide opportunity for the learners to reflect on their learning and potential implementation challenges.	<ul style="list-style-type: none"> • Reflect on personal teaching knowledge • Reflect on personal teaching context and implementation
Closing & follow-up	Provide opportunity for learner to outline their implementation steps and plans for follow-up coaching.	<ul style="list-style-type: none"> • Template for outlining implementation steps in personal teaching contexts and follow-up coaching. • Additional resources for further

Learning Packages (2013)

The Collection

The Content

Tools

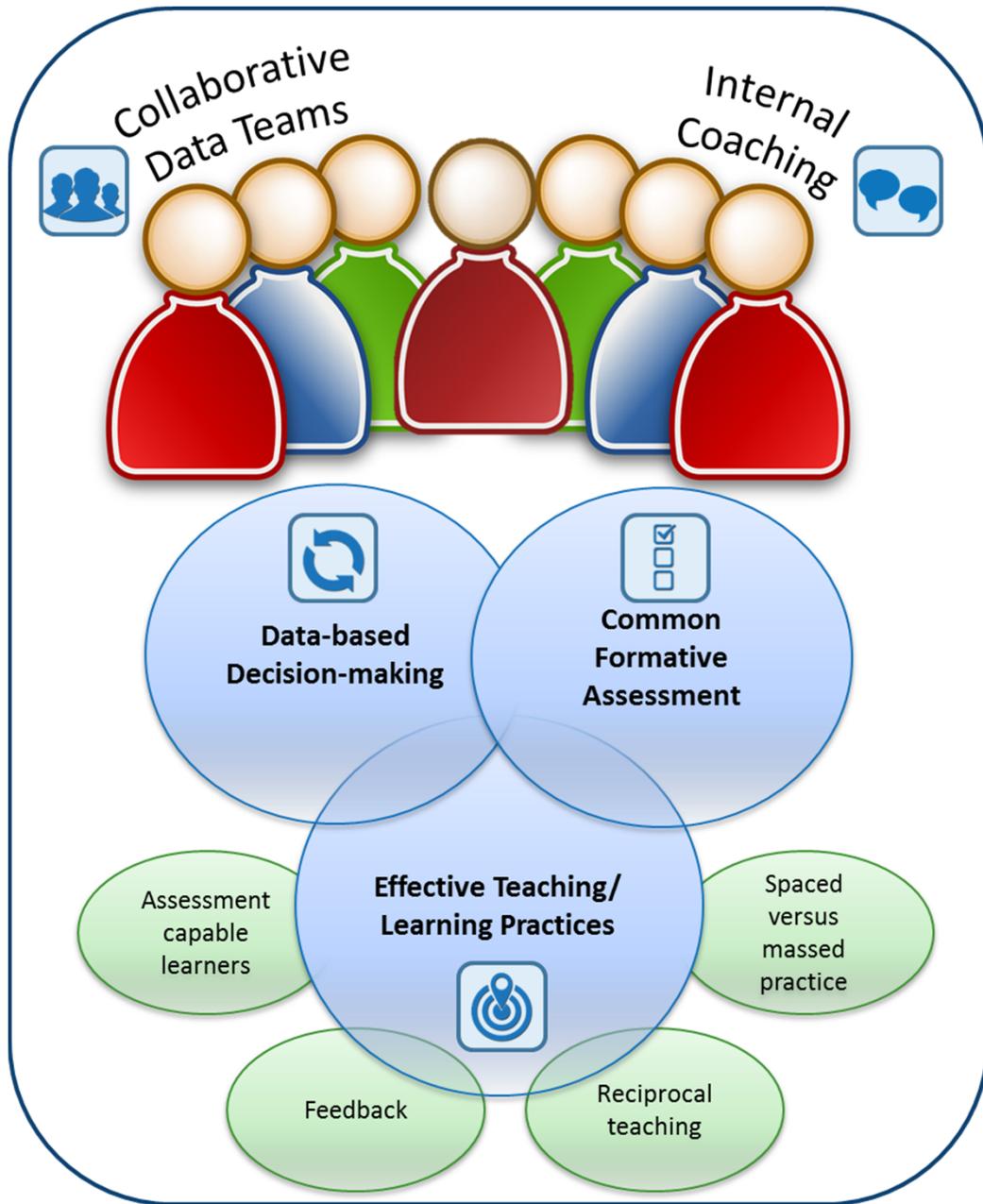
Implementation

How do we do this work?

- Series of learning packages have been developed to support implementation of the CW
 - Collaborative Data Teams
 - Data-based Decision-making
 - Common Formative Assessment
 - Effective Teaching/Learning Practices
 - Feedback
 - Reciprocal Teaching
 - Spaced vs. Massed
 - Assessment Capable Learners
 - And more to come!



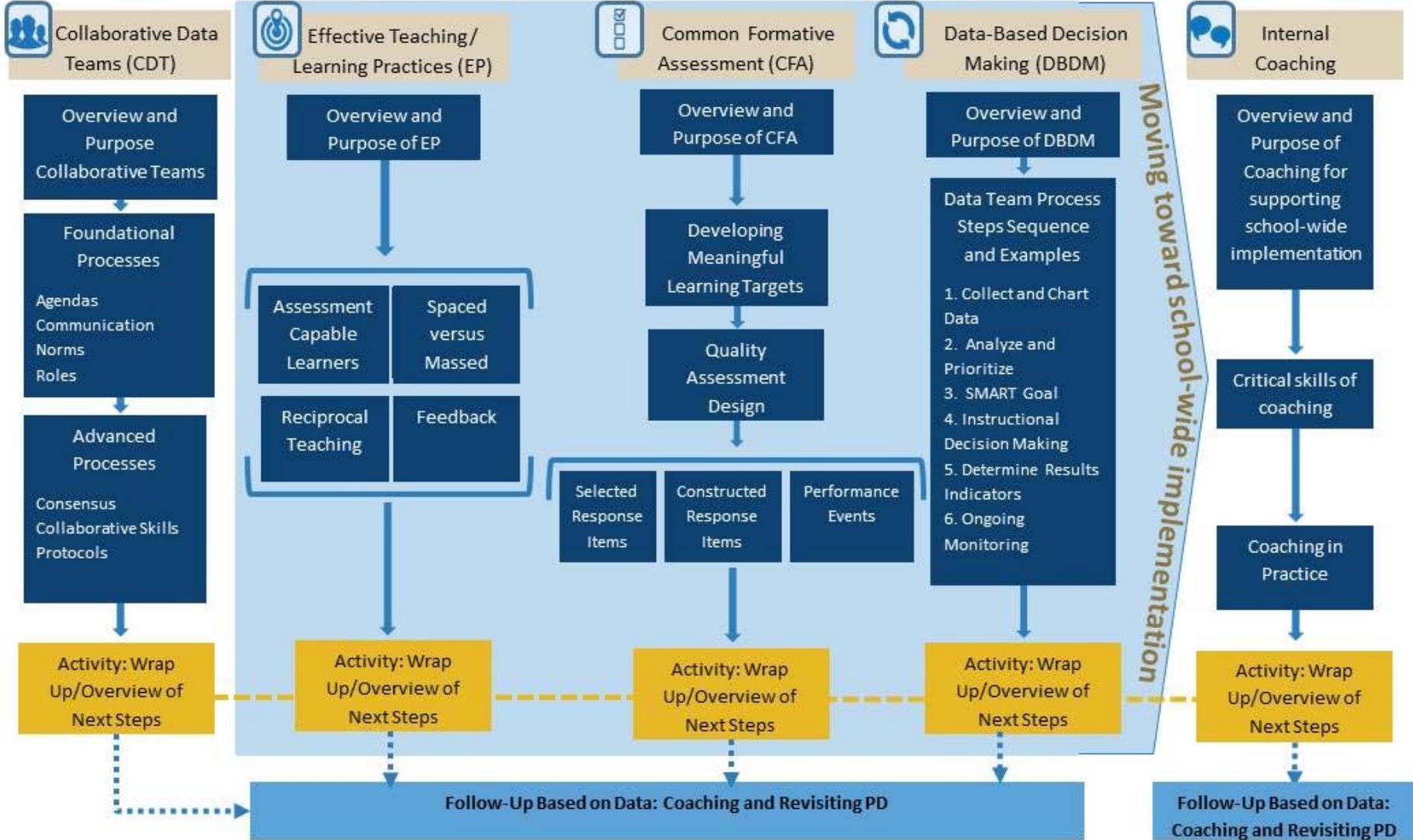
Components of Collaborative Work



Introduction to Missouri Collaborative Work

Use Getting Started Guide to determine starting point and scope of learning

Getting Started
Focus Areas
Collaborative Work Training
Wrap Up Activity
Follow-up to Training



Info-graphics

- Effective teaching or learning practice # and name
- Effect size
- Brief description
- Six-eight tips you need to know
- Training materials
- Research links
- Video of what it looks like in practice

Collaborative Data Teams

Why Collaborate?

"Quality teaching is not an individual accomplishment, it is a result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any one of them can achieve alone."

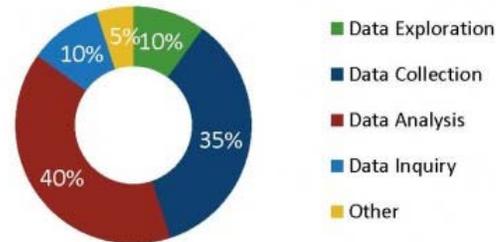
(Carroll, 2009, p. 13)

"...the most significant result was an increase in teacher morale and motivation."

(Hord, 2008)

The Research

Collaborative Data Teams set the stage for data inquiry; without it team tend to focus on...



The issue with little data inquiry is that collaborative teams need to shift their focus from looking at student work to looking at student thinking.

(Slavit, Nelson, and Deuel June 2012)

The Big Idea!

The Process

High functioning Collaborative Data Teams use data to address these 3 questions:

- What is it we want students to learn?
- How will we know when each student has learned it?
- How can we improve on current levels of student achievement? (DuFour, R. 2004)

For improved outcomes for all students, educators need to know:

THE WHY...

To improve future student outcomes by becoming more skilled educators.

THE HOW...

Educators effectively utilize team processes. Team processes are critical!



THE WHAT...

Educators intentionally collaborate about the most effective practices within in curriculum, instruction, assessment, and school climate.

Another example

Effective Teaching/Learning Practices

What is Effective?

Effective Teaching/Learning Practices at the classroom level are evidence-based methods that are not content related, which have the capacity to produce sustained, positive results for every student, when



Research Shows

Ways in which educators promote thinking through their teaching practices can enhance students' information processing, motivation for learning and cognitive development.

Ames & Archer (1998)

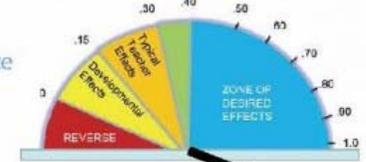


Four Effective Teaching/Learning Practices

Assessment Capable Learners

The practice of **Assessment Capable Learners** involves students regulating and facilitating their own learning by accurately and appropriately answering the following questions: 1) **Where am I going?**; 2) **Where am I now?**; 3) **How do I close the gap?**

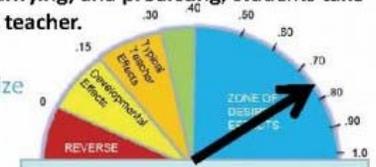
1.44 effect size



Reciprocal Teaching

Reciprocal Teaching involves students **summarizing, questioning, clarifying, and predicting**; students take turns being the teacher.

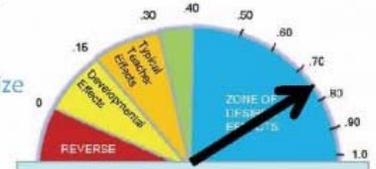
0.74 effect size



Feedback

Feedback is an integral aspect of instruction and learning **using information provided by an agent** (e.g. teacher, peer, book, parent, self/experience, computer) **regarding aspects of one's performance or understanding.**

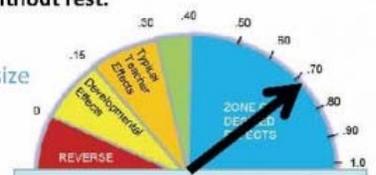
0.73 effect size



Spaced vs Massed Practice

Spaced Practices are conditions in which individuals are given **rest intervals within the practice session**. Studies show this method is more effective than **Massed Practices** in which individuals **practice a task continuously without rest.**

0.71 effect size



Hattie (2009)

Another example

Assessment Capable Learners

Who are Assessment Capable Learners?

Students who:

- know the learning target for the lesson
- can describe where they are in relation to the criteria
- use that information to select learning strategies to improve their work



Effect Size



Benefits

When students self-assess regularly, track and share their progress, their confidence as learners grows. Their motivation to do well increases as does their achievement.

Stiggins & Chappuis 2010



Closing the Gap

- Students engage in reflective review (**revision**)
- Students can be encouraged to set questions and create solutions (**refine**)
- Students apply scoring criteria through peer assessment and self-assessment (**rework**)

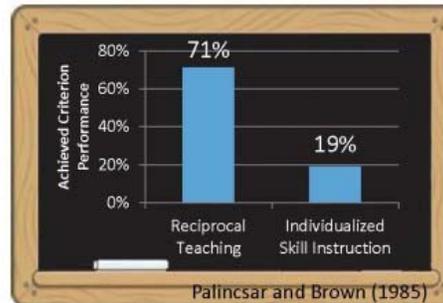
Reciprocal Teaching Video

Reciprocal Teaching

Definition

Reciprocal teaching is an effective teaching/ learning practice and is defined as students summarizing, questioning, clarifying, and predicting; they take turns being the teacher.

Research



...teachers observed fewer behavior problems in their reciprocal teaching groups than in their control groups.

Palincsar and Brown (1985)

Teachers saw increases in students' confidence and success, in their understanding and use of strategies, and in their enjoyment of literature.

Hashey, et al. (2003)

Reciprocal Teaching in Practice

I thought the chapter would be about space travel since it was called *Shooting for the Stars*.

I think ...

Predict

Does this problem remind you of any other math problems you have solved in the past?

I would like to know what the phrase "naked eye" means?

What are the difficult words and ideas?

Clarify

Are there any words or terms you are unsure of?

Do you think the text is related to the title *Shooting for the Stars*?

Why Who What When How

Question

What math operations are needed to solve this problem?

The text informs us that as time goes by we see stars differently

Theme Lesson Moral

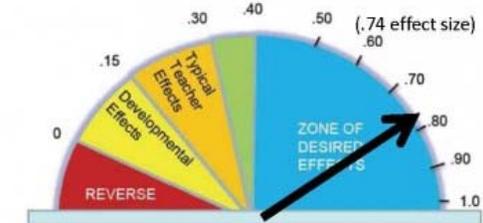
Summarize

Make a detailed plan on how to solve this problem.

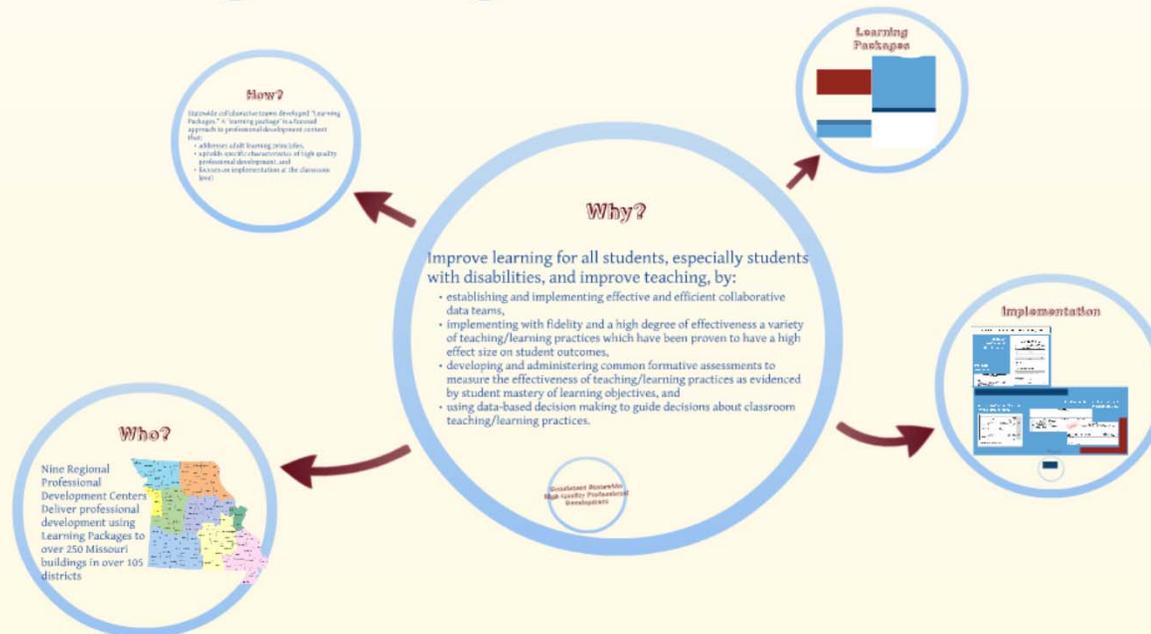


Effect Size

Reciprocal Teaching
2 meta-analyses, 38 studies, Rank 9th



Missouri Collaborative Work: Focused on Effective Teaching/Learning Practices



Bridging Professional Development to Practice

Thank you

- ❑ **Questions?**

- ❑ **For more information contact:**
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