

Upcoming Events

Visit www.LeadandLearn.com/events to learn more about these events, and to register online.

90/90/90 Schools™ Summit:

The Latest Research on Sustainable Improvements in the Nation's Most Challenging Schools

December 14-15, 2010 Las Vegas, Nevada
April 14-15, 2011 Bethesda, Maryland
May 3-4, 2011 St. Louis, Missouri

Effective Grading Practices Summit

December 13, 2010 Las Vegas, Nevada
May 2, 2011 St. Louis, Missouri

Five Easy Steps to a Balanced Science Program Seminar

January 13-14, 2011 Las Vegas, Nevada
May 17-18, 2011 Chicago, Illinois

Data Teams Summit

February 9-10, 2011 Clearwater Beach, Florida

Common Core State Standards U.S. Tour

December 13, 2010	Las Vegas, Nevada
January 12, 2011	San Jose, California
January 18, 2011	Miami-Dade, Florida
January 27, 2011	Boston, Massachusetts
February 8, 2011	Clearwater Beach, Florida
February 22, 2011	Charlotte, North Carolina
March 9, 2011	Atlanta, Georgia
April 13, 2011	Washington D.C.
April 26, 2011	Boston, Massachusetts
May 11, 2011	Denver, Colorado
May 19, 2011	Columbus, Ohio
June 14, 2011	Des Moines, Iowa

Rigorous Curriculum Design Planning Seminar

March 2-3, 2011 Dana Point, California

Publications & Services

Visit www.LeadandLearn.com for more information.

Books & DVDs:

Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment

By: Larry Ainsworth

Leaders Make it Happen! An Administrator's Guide to Data Teams

By: Brian McNulty, Ph.D. & Laura Besser

Standards, Assessment, & Accountability: Real Questions from Educators with Real Answers from Douglas B. Reeves, Ph.D.

Services:

Implementation Audit Service

How to Stop "Initiative Fatigue" and Close the Knowing-Doing Gap in Educational Systems

Leadership Maps

Let Us Design a Leadership Map™ for You that will Depict the Relationship Between Student Achievement and Professional Practices.

Leadership Performance Coaching

Upcoming Free Webinars

Can't make it to a webinar below? Visit www.LeadandLearn.com/Webinars to access our webinar archive. To receive e-mail notifications of upcoming webinars, register on our website at www.LeadandLearn.com/Register.

Leadership Focus: Doing the Right Things, Right Now

Dr. Reeves is the founder of The Leadership and Learning Center and works with education, business, government, and nonprofit organizations around the world. Reeves is the author of more than twenty books on leadership and organizational effectiveness, including the forthcoming *Assessing 21st Century Skills* to be published by Solution Tree. He has twice been named to the Harvard University Distinguished Authors Series, was named the Brock International Laureate for his contributions to research. He can be reached at DReeves@LeadandLearn.com, and complete copies of today's research slides are available as a free download at www.LeadandLearn.com.

For a free copy of all research slides, contact:
Douglas B. Reeves, Ph.D.
DReeves@LeadandLearn.com
LeadandLearn.com
+1.303.504.9312, ext. 512

The
Leadership
and Learning
Center™

**Leadership Focus:
Doing the Right Things, Right Now**

Douglas B. Reeves
For a complete copy of the slides go to:
www.LeadandLearn.com
The Leadership and Learning Center

DReeves@LeadandLearn.com
303-504-9312, ext. 512

The Big Ideas

- Moral imperative
- Implementation
- The Essentials
- Change Leadership
- Evidence
- Sustainability

Interactive Learning

- Choose your learning style
- Personal application
- Safe place for risk-taking, challenge, and confrontation of essential issues
- Slides available at www.LeadandLearn.com
- Burning Questions – bring forward at the break

**You Are a REVENUE SOURCE,
Not an Expense**

- 175,00 dropouts in California
- \$45.5 billion lost wages and productivity in ONE CLASS
- \$2.3 billion in medical care
- \$1.1 billion PER YEAR SAVINGS from a FIVE PERCENT REDUCTION IN MALE DROPOUT RATE

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

**What Makes for a Moral
Imperative?**

- Impact, not popularity
- Sacrifice, not bargaining
- Values, not money
- Learning Activity #1
 - Essential goals
 - Present Reality
 - Moral Imperative

**Closing the Implementation
Gap Research**

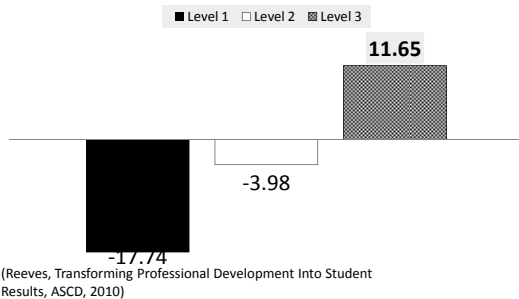
The critical variable for
professional learning is
DEEP IMPLEMENTATION

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

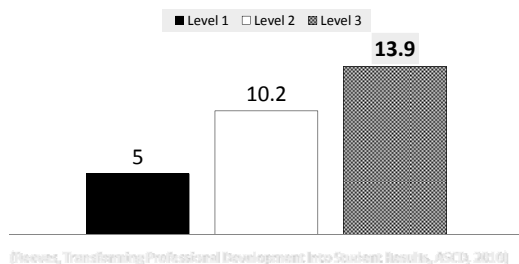
Planning for Success:

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

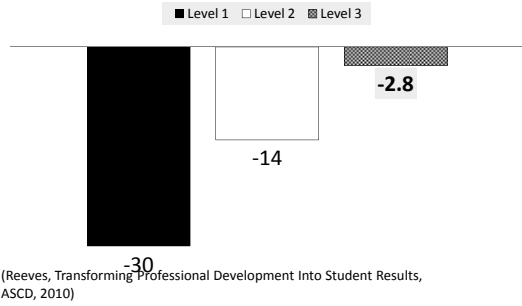
Only High Implementation Yields Gains



Only High-Performing Schools Deep Implementation Helps



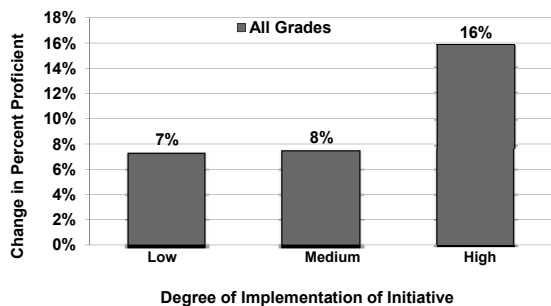
Only Low Performing Schools Deep Implementation Mitigates Damage



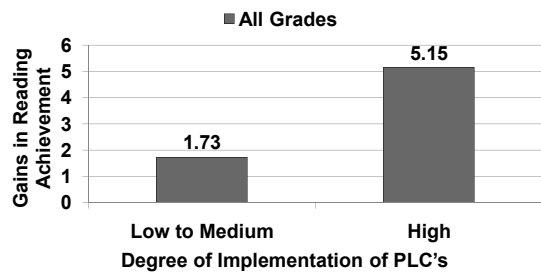
Other Key Findings

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

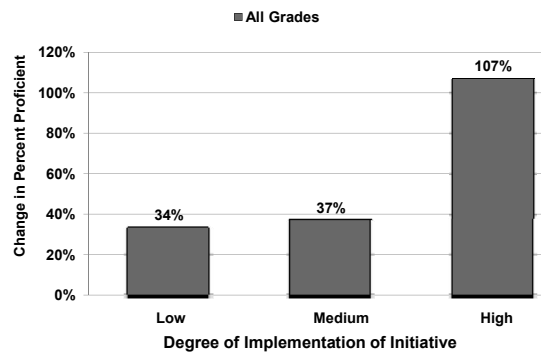
Math Performance 2008-2009 And Professional Learning Communities



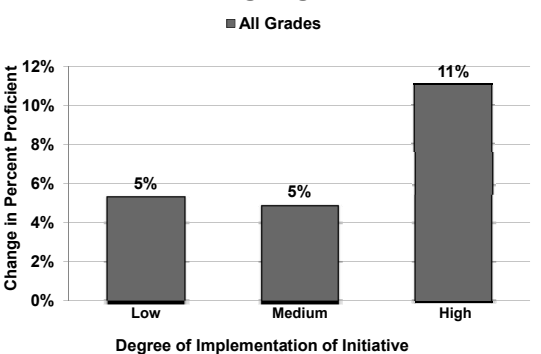
Professional Learning Communities And Reading Achievement



Science Performance 2008-2009 And Content Focus Coaching



Reading Performance 2008-2009 And Language Skills Block



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 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*

**Learning Activity #2 –
Implementation Rubric**

- Specify a CURRENT strategy
- Proficient
- Progressing
- Not meeting standards
- Exemplary – challenge your most experienced and expert staff

The Focus Imperative

Focus at the Individual Level

New York Times, 5/2/2010:

Half of American teenagers ...send 50 or more text messages a day and that one-third send more than 100 a day. Two thirds of the texters ... Fifty-four percent said they text their friends once a day, but only 33 percent said they talk to their friends face-to-face on a daily basis

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

The Logic Behind Focus

- Factor Analysis - look at millions of starts of data and find the constellation – what fits together
- Three of 21 factors have disproportionate influence – Focus, monitoring, efficacy

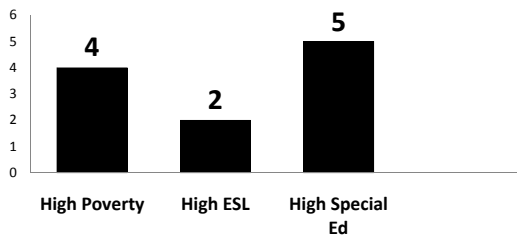
The Impact of Focus

- Schools with the highest levels of focus and monitoring achieved twice the gains in reading over three years compared to schools with the lowest levels of focus and monitoring

Real World Impact

- Teachers and leaders burned to a cinder doing EVERYTHING their boards and administrators require – e4ven high scores on implementation of two dozen initiatives – BUT WITHOUT FOCUS, they score LOWER Than other schools

Which Schools Have Highest Levels of Focus?



(Reeves, Finding Your Leadership Focus: What Matters Most for Student Results, Teachers College Press, 2010)

Learning Activity #3

- Present practices and possible improvements
- Focus – six or fewer priorities
- Monitoring – adult actions, not just test scores
- Efficacy – teacher conviction in their impact on student results

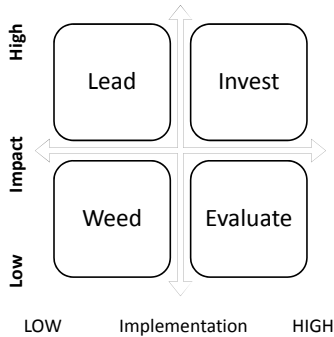
So What If You Make Some Mistakes?

Choices of Error:
Type I and Type II

Focus Tool: The Implementation Audit

- 1) What is our initiative inventory?
- 2) What is the range of implementation?
- 3) What is the impact of implementation on student achievement?

Using the Implementation Audit

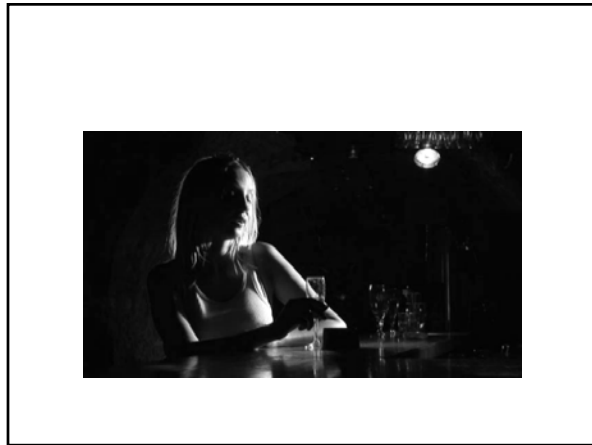


The “Not To Do” List

- Weeds have deep roots
- Weed Your Own Garden
- EVERYBODY has a “Not to Do” list – choose a conscious or unconscious list

Is change really possible in large and complex organizations?









Learning Activity #4

- Why has your system failed to make essential changes?
- What are the consistent themes associated with unsuccessful change?
- What about successful change?

Standards of Evidence

- Belief
- Experience
- Shared opinions
- Objective observation
- Preponderance of the evidence

Learning Activity #5

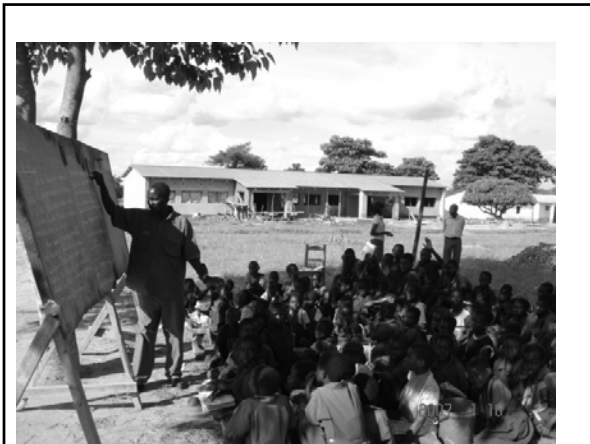
- Common claims
- Evidence to support the claim
- Evidence level (1-5)

Applying the Evidence

- 90 90 90 and 100 100 100 Schools
- Relative impact studies
- High leverage activities – nonfiction writing, formative assessment, collaborative scoring
- Short-term wins – improved grading practices
- Building faculty morale – improved discipline

Learning Activity #6: Practical Application

- No more than three action steps
- Personal responsibility
- Commitment date – no longer than 100 days



Questions and Discussion

For a complete copy of all research slides, please e-mail:

Dreeves@LeadandLearn.com

(303) 504-9312, ext. 512

Address teacher concerns regarding class size

- There is a relationship at the margins – 37 bad; 17 good
- See Achilles, Charles “Getting Class Size Right
- That does not mean that 25 is better than 27

More on Class size

- Differentiate impact of size on teaching
- Lessons from music and athletics
- Quality remains important
- Assess incoming students BEFORE assigning students to a class

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**

Learning Activity #1: Lessons Learned

- Reflect on your experiences when standards were adopted in your state
- What are your own "lessons learned" for teachers, administrators and policy makers?
- What do you know now about standards implementation that you wish you would have known then?

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

What Makes “Formative Assessment” Formative?

- Not the label on the box
- Not the claim of the test author
- Not the level of the initiative
- **FORMATIVE ASSESSMENT IS FORMATIVE ONLY IF IT SUCCESSFULLY INFORMS TEACHING AND LEARNING – that is, students and teachers USE it**

We have lost civility and respect . . .

- In the name of academic success
- How do we get back to well-rounded, competent individuals who contribute to society
- How to make it community, not just a place?

From Place to Community

- See Dr. Sheldon Berman's writing on service learning (also in *Leading Change in Your School*)
- Hudson: Weekly student-led meetings; 100% service learning with meaningful and long-term projects, profound sense of personal responsibility to others and to the world

Say more about formative assessment

- Only "formative" if it informs teaching and learning
- Look for evidence in changes in teaching
- Trade off psychometric perfection for practical utility

How important is it to articulate high school classes with college credit?

- Economic value to students and parents
- Psychological value to students
- Morale value to teachers
- Beware of replicating "worst practices" – one-shot finals, minimal feedback from professors, etc. Model yourselves on the VERY BEST in university teaching

Student Engagement?

- Engaging scenario
- Personal meaning
- Choice
- ABOVE ALL: Competence
