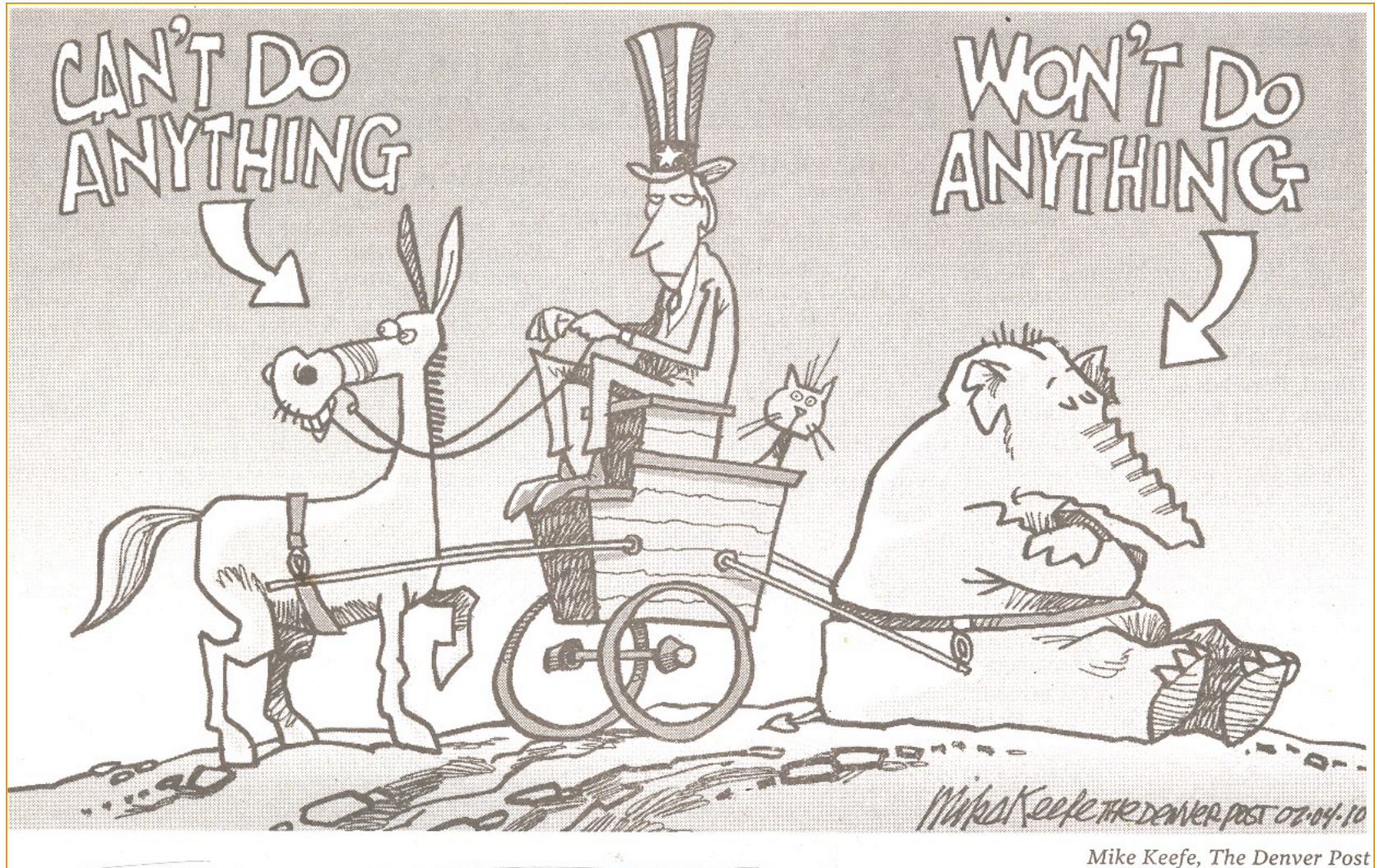




# Let's Get Serious!

## Together, we CAN succeed

Stevan J. Kukic, PhD  
VP, Strategic Initiatives  
Cambium Learning/Voyager



Mike Keefe, The Denver Post

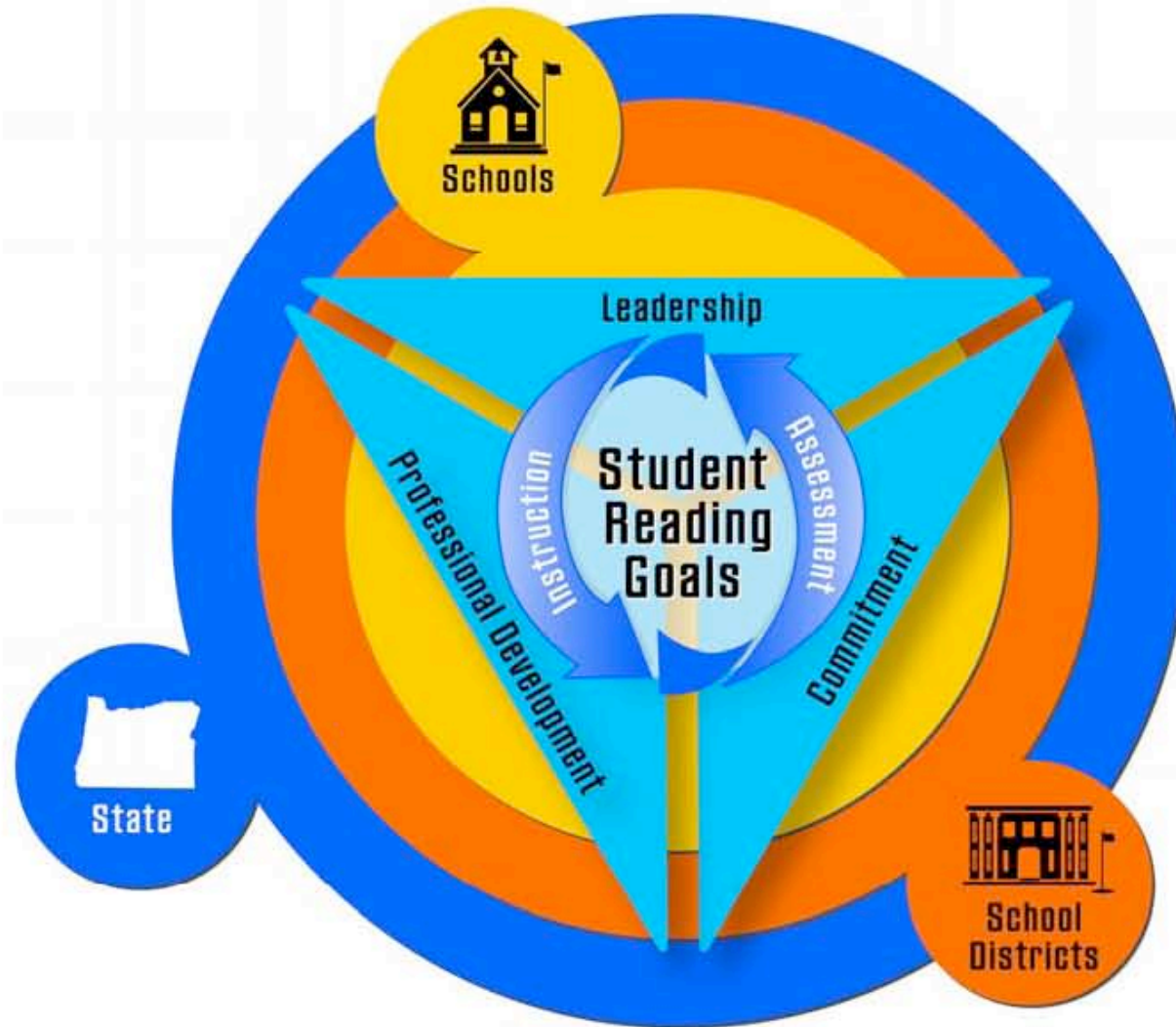


# Golden Retriever Wisdom

Sometimes I Wonder...  
"Why is That Frisbee  
Getting Bigger?"  
...and Then it Hits Me.



# Oregon K-12 Literacy Framework





## And now for something completely different!



- A major economic “reset”
- A new president
- Stimulus money from the American Recovery and Reinvestment Act
- A new preK – 12 Comprehensive Literacy Act – The LEARN Act
- Reauthorizations of ESEA and IDEA

# Pres. Obama's Five Pillars of Educational Reform

March 10, 2009



- Investing in early childhood initiatives
- Adopting world class standards in every state
- Recruiting, preparing, and rewarding outstanding teachers while getting rid of teachers who do not get results
- Promoting innovation and excellence
- Providing quality higher education for every American

# The American Recovery and Reinvestment Act:

**SAVING AND CREATING JOBS AND  
REFORMING EDUCATION**



**U.S. Department of Education  
March 24, 2009**

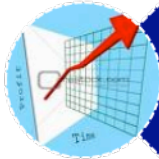




# Guiding Principles



Spend Quickly to Save and Create Jobs



Ensure Transparency and Accountability



Thoughtfully Invest One-time Funds



Advance Effective Reforms

# The Comprehensive Literacy Bill: The LEARN Act



- Maintaining the research based principles of Reading First
- Literacy basis of ESEA Reauthorization
- Using RtI (Multi Tier System of Supports – MTSS)
- Defining Evidence Based Practice
- From a coalition led by the Alliance for Excellent Education to Rep. Polis (D-CO) to the Congress

# MTSS in the LEARN Act



## MULTI-TIER SYSTEM OF SUPPORTS

The term “multi-tier system of supports” means a comprehensive system of differentiated supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessment, and research-based interventions matched to student needs, and educational decision making using student outcome data.



# The Reauthorizations are coming! Soon!



## ESEA

- Change name (to Every Child a Graduate)
- RtI
- Growth model
- Inclusion of ALL
- Sub group to student group
- Eliminate 2% rule (Harkin, 5/5/09)



# The Reauthorizations are coming! Soon!



## IDEA

- One law?
- MTSS (RtI) for all
- LD in the law
- Students with Disabilities in accountability
- Maintain stimulus level of funding (Harkin, 5/5/09)





**IT'S MUCH EASIER TO  
RIDE THE HORSE IN  
THE DIRECTION IT'S  
GOING.**

*Gabie Frazier 2009*



What can we do?



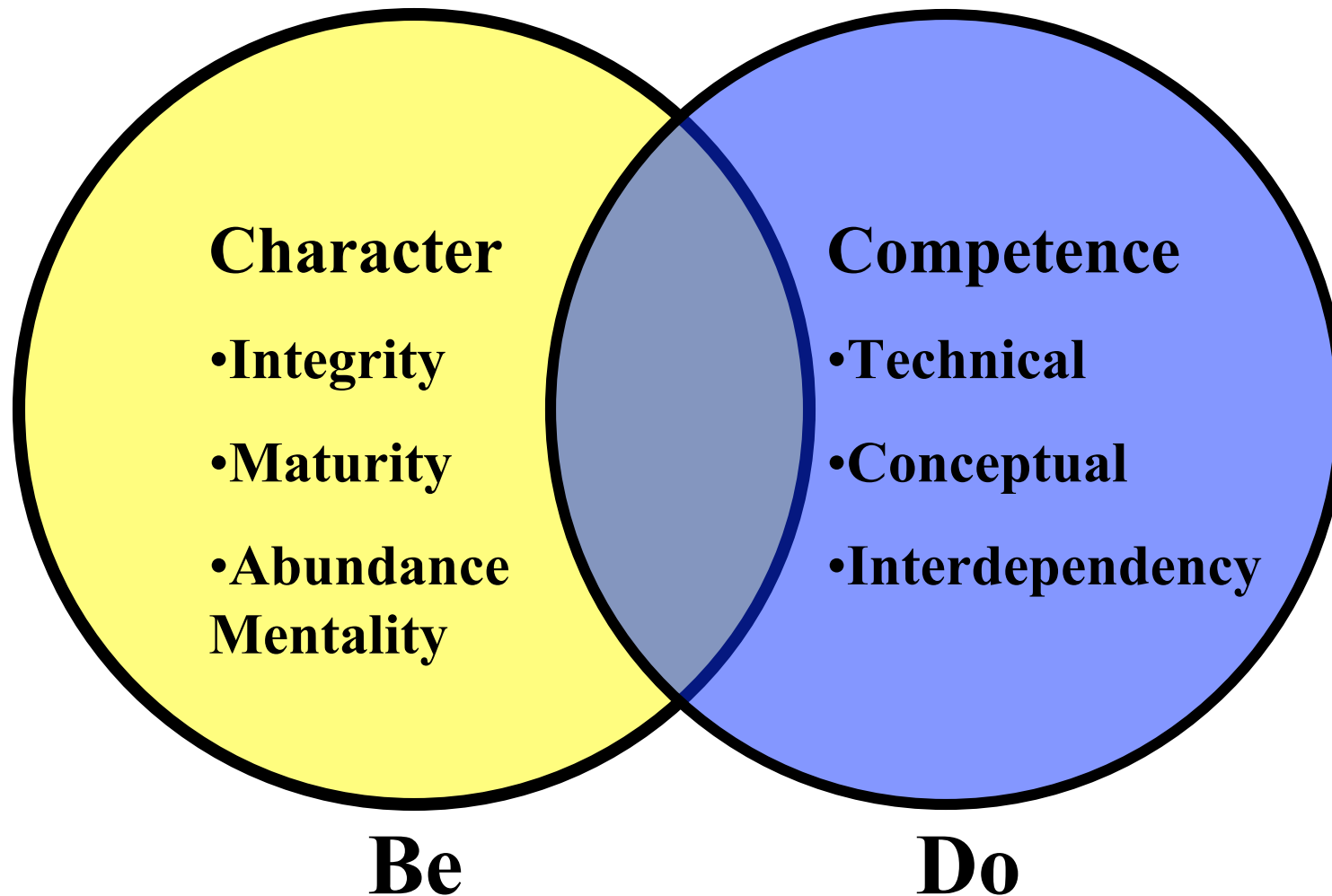
Let's get serious!



**It's about how you  
live your life.**

*Pausch, 2008*

# Trustworthiness



1993 Covey Leadership Center, Inc.



# The Heart, Art, and Science of Teaching



One must first have the **heart** for teaching. One can then learn the **science** and the **art** of teaching.



*Dea Allan, 2010*

How teachers put a growth mindset into practice is the topic of a later chapter, but here's a preview of how Marva Collins, the renowned teacher, did it.

On the first day of class, she approached Freddie, a left-back second grader, who wanted no part of school. "Come on, peach." she said to him, cupping his face in her hands, "we have work to do. You can't just sit in a seat and grow smart...I promise, you are going to *do*, and you are going to *produce*. I am not going to let you fail."



*Dweck, 2006*



The fixed mindset limits achievement. It fills people's minds with interfering thoughts, it makes effort disagreeable, and it leads to inferior learning strategies. What's more, it makes other people into judges instead of allies.



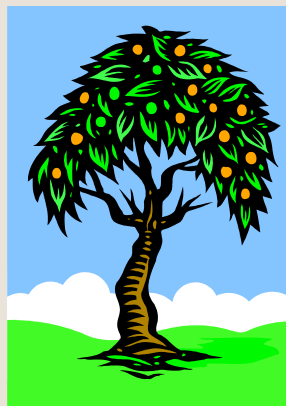
*Dweck, 2006*



Important achievements require a clear focus, all-out effort, and a bottomless trunk full of strategies.

Plus allies in learning.

This is what the growth mindset gives people, and that's why it helps their abilities grow and bear fruit.



*Dweck, 2006*

Desegregation will break down the legal barriers and bring men together physically, but something must touch the hearts and souls of men so that they will come together spiritually because it is natural and right... True integration will be achieved by true neighbors who are willingly obedient to unenforceable obligations.



*Dr. Martin Luther King*

# The Standard



All policies, programs, and practices are considered through the lens of “How does this impact student learning?”

Those that encourage learning are embraced.

Those that interfere with learning are discarded.




*DuFour, et al., 2004*






**If it works, don't break it.**

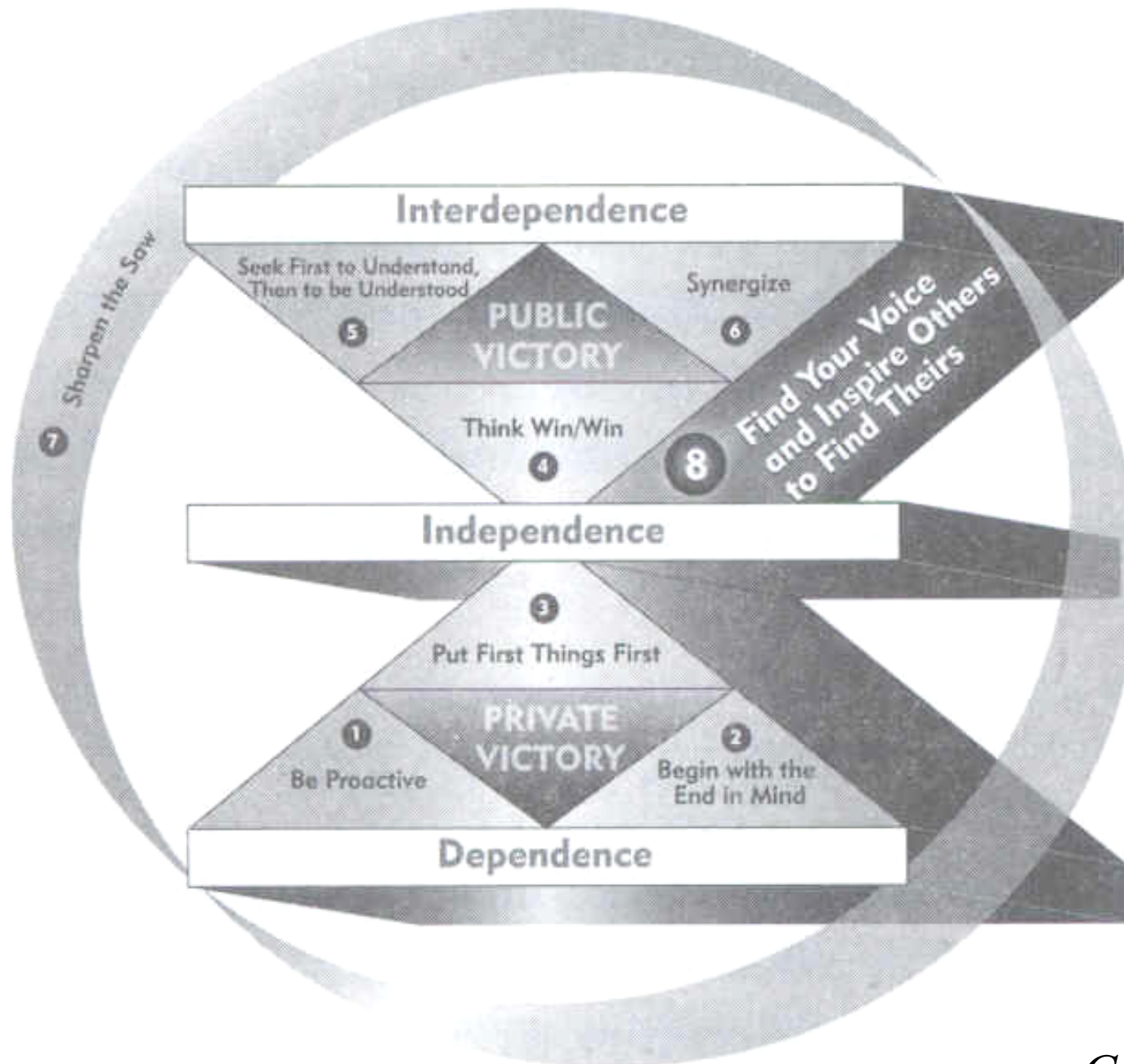
**If it doesn't work,  
break the sucker!**



*Kukic, 1993*



## NEW REALITY OF THE 7 HABITS — THE 8TH HABIT



*Covey, 2004*

We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.



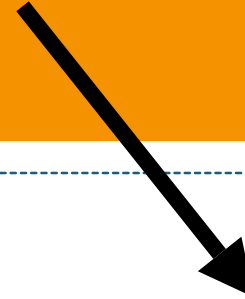
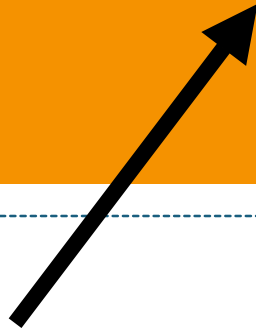
*Ron Edmonds, 1982 in DuFour et al., 2004*

## The Truth



**Every organization is  
perfectly aligned for  
the results it gets.**

SEE



GET



DO



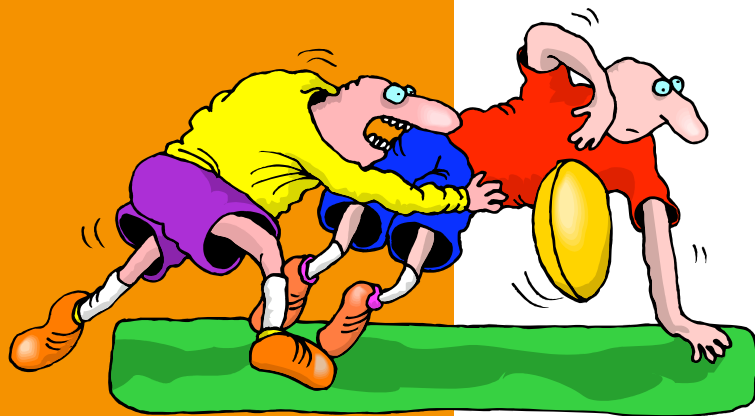
What can we do?



Let's get serious!



We must tackle all  
aspects of reform  
at the same time.



*Alberto Carvalho*  
*Superintendent-Miami Dade, 2010*



# Systems trump programs.

*McCarthy, 2002*

# Five Promises

## *The America's Promise Alliance*



1. **Caring adults** who are actively involved as parents, teachers, mentors, coaches, and neighbors
2. **Safe places** that offer constructive use of time
3. **A healthy start** and healthy development
4. **Effective education** that builds marketable skills
5. **Opportunities to help others** by making a difference through service

*Balfanz, et al., 2009*

# Components of a Comprehensive System to Ensure Success



- **School Achievement**

- Academic skills (developing core reading, writing, and mathematics skills)
- Course performance (doing quality course work, competing assignments, doing well on tests, etc.)

- **School Engagement**

- Attendance (coming every day)
- Behavior (conforming to the expected norms of behavior)
- Effort (trying hard, participating in learning, not giving up)

- **Life outside of school**

- Health supports for students and their families
- Child Care
- Homelessness
- Foster care



*Balfanz, et al., 2009*

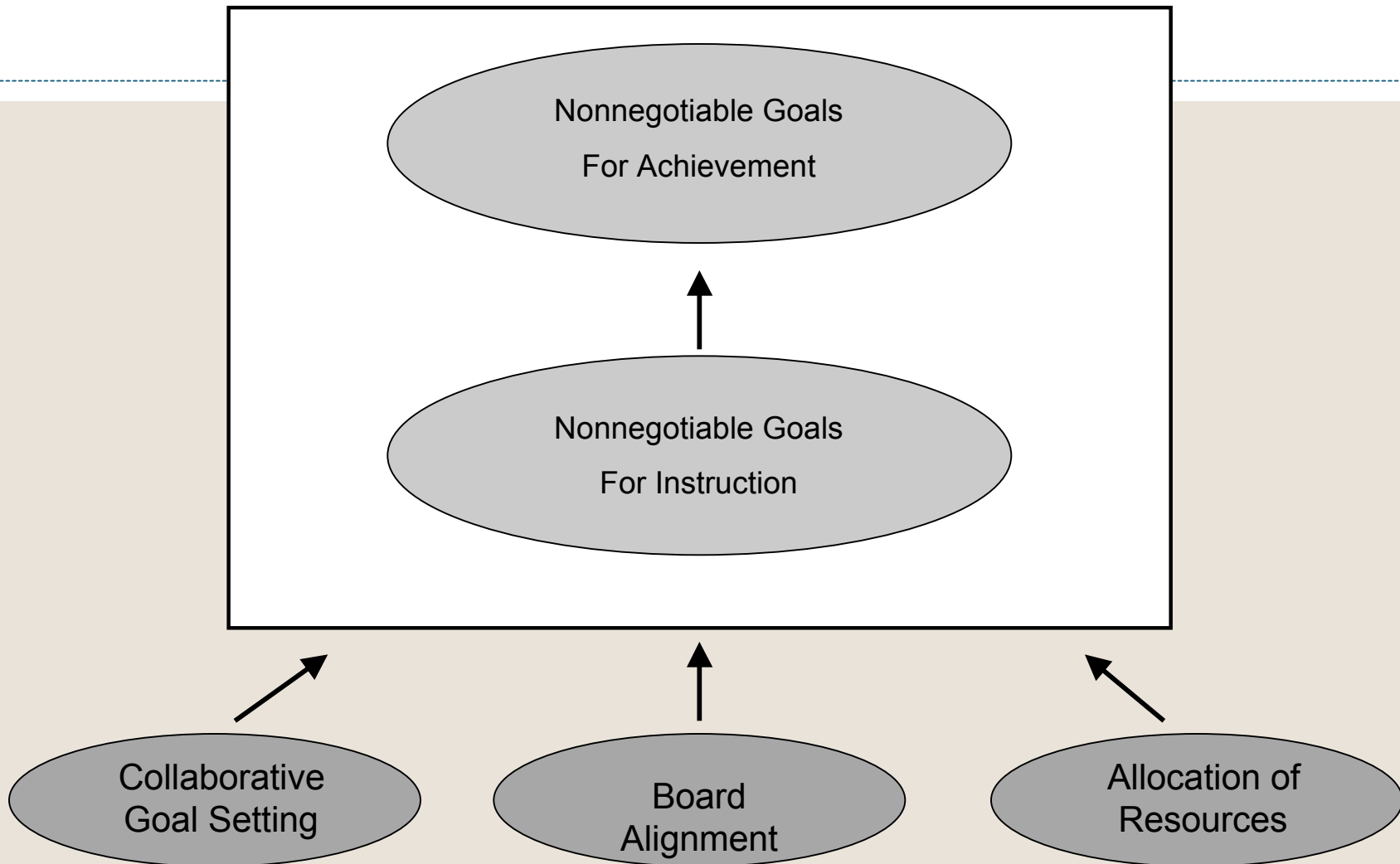
# Cultural Shifts for Developing the Culture of a Professional Learning Community



1. From a focus on teaching to a focus on learning
2. From working in isolation to working collaboratively
3. From focusing on activities to focusing on results
4. From fixed time to flexible time
5. From average learning to individual learning
6. From punitive to positive
7. From “teacher tell/student listen” to “teacher coaching/student practice”
8. From recognizing the elite to creating opportunity for many winners

*DuFour, et al., 2004*

**Relationship between collaborative goal setting, board alignment, allocation of resources, and nonnegotiable goals for achievement and instruction**



*Marzano and Waters, 2009*

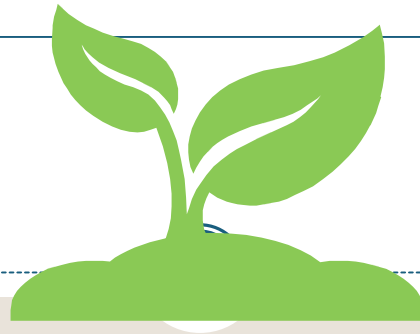
## Factors That Seem to Influence Sustainability of High-quality Implementation

- Teachers' acceptance and commitment to the program; the presence of a strong school site facilitator to support them as the teachers acquired proficiency in its execution
- Unambiguous buy-in on the part of all staff at the school; empower teachers to take ownership and responsibility for the process of school change; schools or districts must agree to follow procedures designed to ensure high-fidelity implementation and agree to collect data on implementation and student outcomes.
- Feelings of professionalism and self-determination among teachers; teachers are provided with professional development (training, in-class coaching, and prompt feedback) that leads to proficiency.
- Programs are perceived by teachers as practical, useful, and beneficial to students.
- Administrative support and leadership; instructional practice is valued by the school leaders; administration provides long-term support for professional development to teachers and assessment of implementation and student performance.

*Denton, Vaughn & Fletcher, 2003*





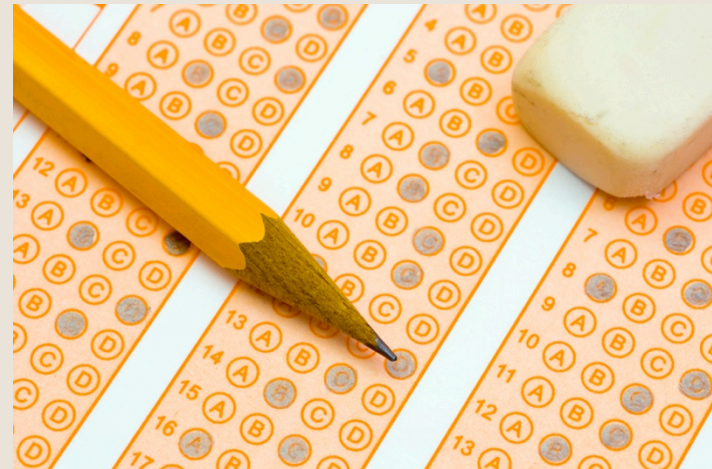


In effect, large-scale status-oriented summative assessments appear to be relatively ineffective in providing information that can be used to make instructional decisions regarding individual students.

We agree that a value-added or growth model should be the primary type of data used by districts and states to analyze their effectiveness.

*Marzano and Waters, 2009*

The research reported here [analyzing 250 studies] shows conclusively that formative assessment does improve learning.



*Black and Wiliam, 1998*

## Four Phases

To set and monitor nonnegotiable goals for achievement using a formatively based, value-added system of assessment

Phase 1: Reconstitute state standards as measurement topics or reporting topics

Phase 2: Track student progress on measurement topics using teacher-designed and district-designed formative assessment

Phase 3: Provide support for individual students

Phase 4: Redesign report card

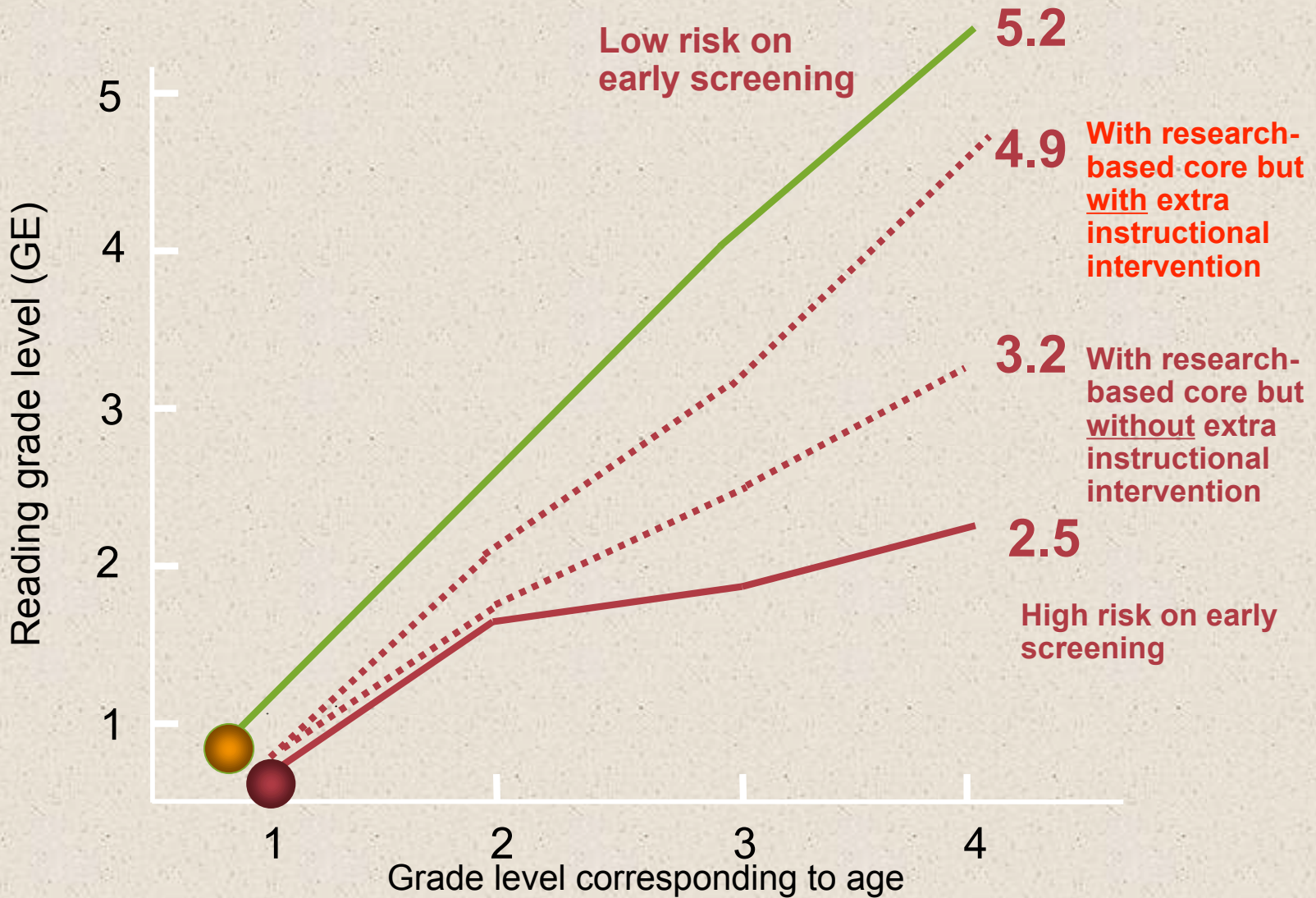
*Marzano and Waters, 2009*



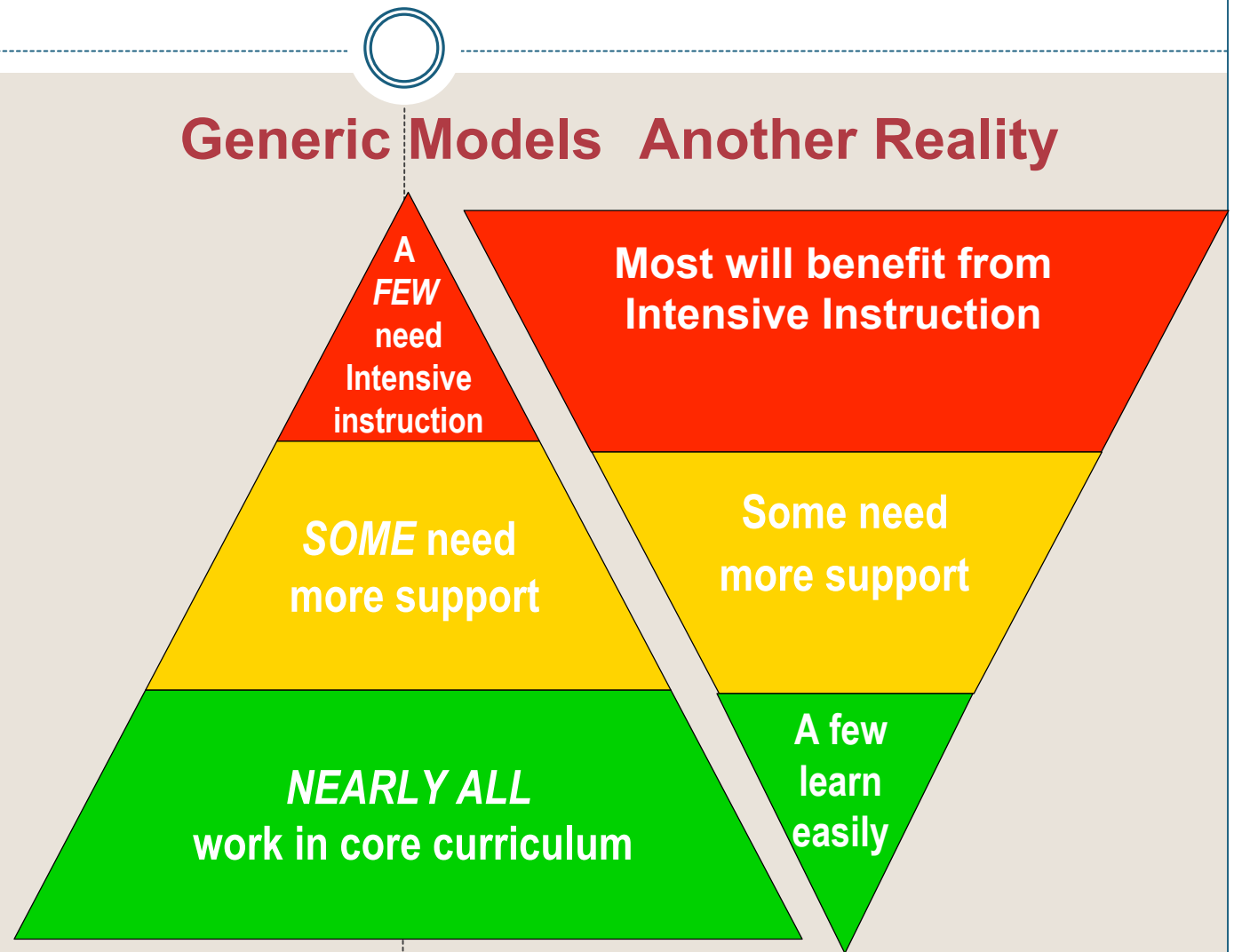


# Early Intervention Changes Reading Outcomes

Reading First Assessment Committee 2000, based on Torgesen data



# What is your reality?







# The Big “BIG” Idea of RtI



**DECIDE WHAT IS IMPORTANT FOR STUDENTS TO KNOW**

**TEACH WHAT IS IMPORTANT FOR STUDENTS TO KNOW**

**KEEP TRACK OF HOW STUDENTS ARE DOING**

**MAKE CHANGES ACCORDING TO THE RESULTS YOU  
COLLECT**

*Dave Tilly, Heartland AEA; 2005*

The single greatest determinant of learning is not socioeconomic factors or funding levels.

It is instruction.



*A bone-deep, institutional acknowledgement of this fact continues to elude us.*

*Schmoker, 2006*

# Instructional Design Questions



- 1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?**
- 2. What will I do to help students effectively interact with new knowledge?**
- 3. What will I do to help students practice and deepen their understanding of new knowledge?**
- 4. What will I do to help students generate and test hypotheses about new knowledge?**
- 5. What will I do to engage students?**
- 6. What will I do to establish or maintain classroom rules and procedures?**
- 7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?**
- 8. What will I do to establish and maintain effective relationships with students?**
- 9. What will I do to communicate high expectations for all students?**
- 10. What will I do to develop effective lessons organized into a cohesive unit?**

*Marzano, 2007*

# Recommendations for ELLs



1. Screen for reading problems and monitor progress
2. Provide intensive small-group interventions
3. Provide extensive and varied vocabulary instruction
4. Develop academic English
5. Schedule regular peer-assisted learning opportunities

*Gersten, et al., 2007*

# 5 Phases to Enhance Pedagogical Skills



**Phase 1:** Systematically explore and examine instructional strategies

**Phase 2:** Design a model or language of instruction

**Phase 3:** Have teachers systematically interact about the model of language of instruction

**Phase 4:** Have teachers observe master teachers (and each other) using the model of instruction

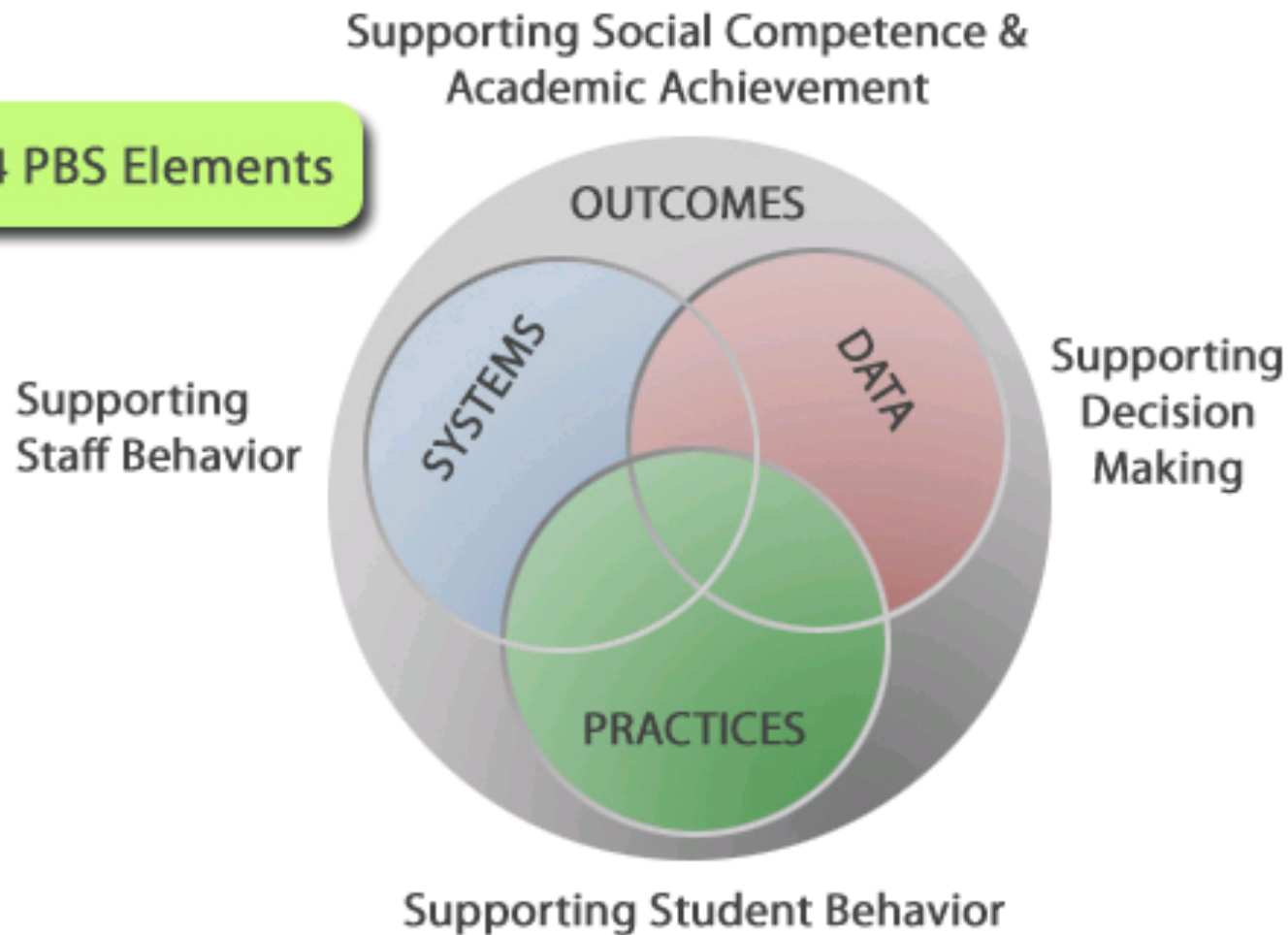
**Phase 5:** Monitor the effectiveness of individual teaching styles

*Marzano and Waters, 2009*



## SWPBS is about....

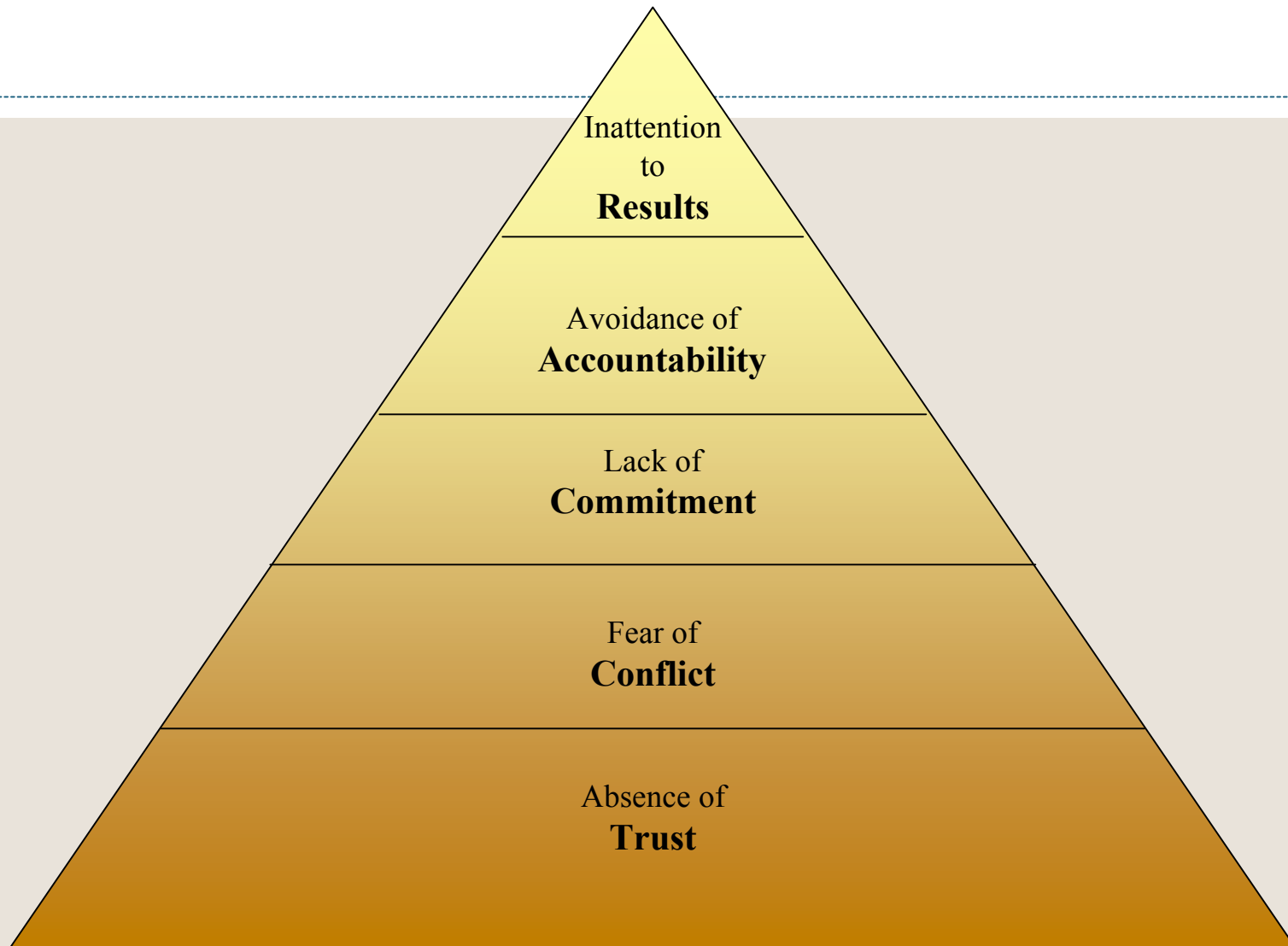
### 4 PBS Elements







# The Five Dysfunctions of a Team



*Lencioni, 2002*

# Members of Truly Cohesive Teams:



- Trust one another
- Engage in unfiltered conflict around ideas
- Commit to decisions and plans of action
- Hold one another accountable for delivering against those plans
- Focus on the achievement of collective results

*Lencioni, 2002*

# Bonding



Bonding depends upon everyone being bound to a set of shared purposes, ideas, and ideals that reflect their needs, interests, and beliefs.



*Sergiovanni, 2000*





After a few decades of research on training, teachers, Joyce & Showers (2002) began to think of training and coaching as one continuous set of operations designed to produce actual changes in the classroom behavior of teachers. One without the other is insufficient.

*Fixsen, et al., 2005*





# Covey's Four Imperatives of Great Leaders

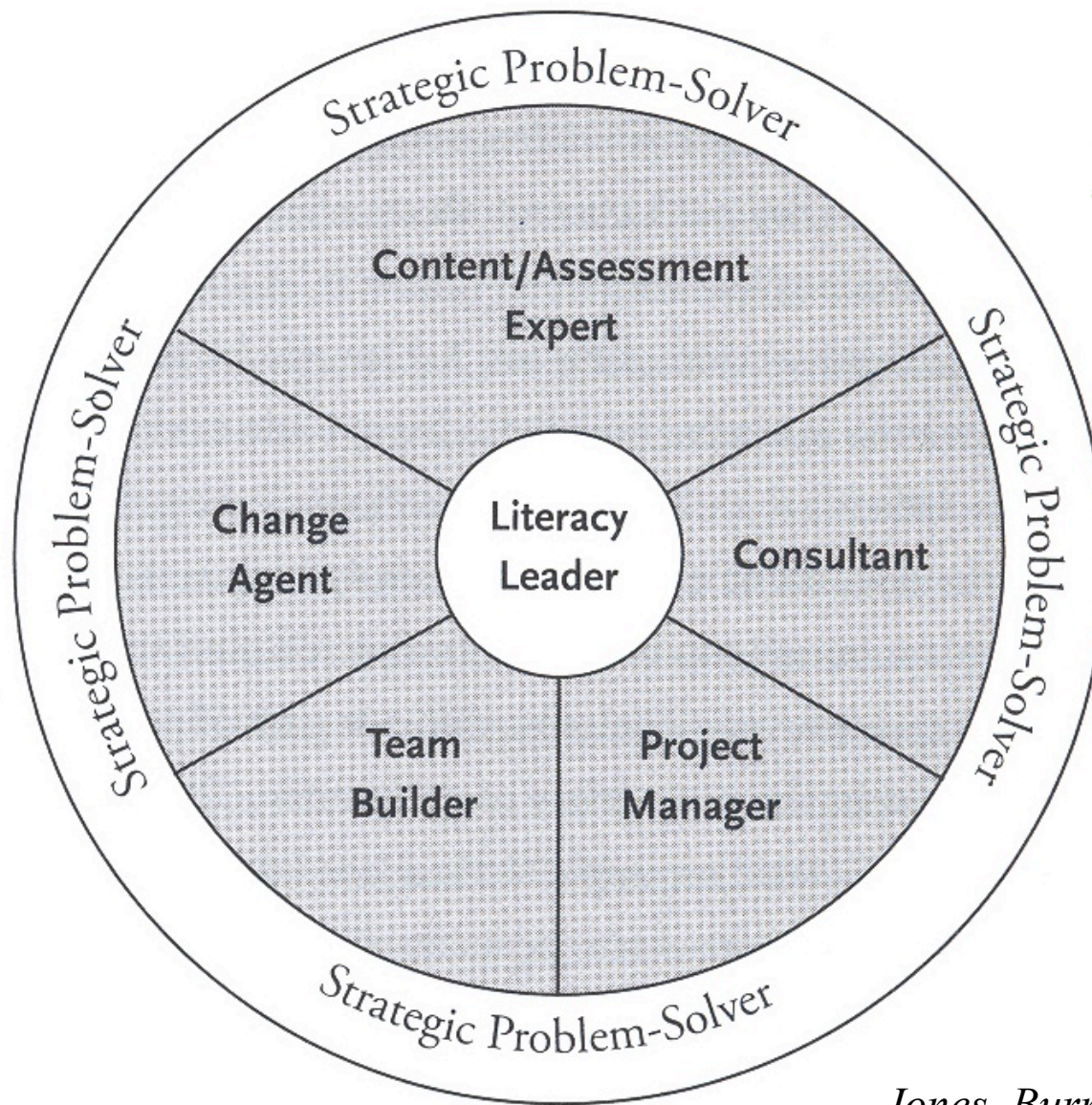






**FOCUS ON RESULTS**  
+  
**INTERPERSONAL SKILLS**  
=  
**EFFECTIVE LEADERSHIP**

# Roles and Skills of a Literacy Leader



*Jones, Burns, and Pirri, 2010*



There is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership. Similarly, we did not find a single school system which had been turned around that did not possess sustained, committed, and talented leadership.

*McKinsey and Company Report, 2007*

In comparing levels of decentralization in thirty-nine countries that were involved in Trends in International mathematics and Science Study (TIMSS) they note that “decentralization comes at a cost of less curricular consistency among a nation’s classrooms.”

Of the thirty-nine countries they compared, the United States was the most decentralized.

# Site-Based Management



While there are different definitions of the term, school-based management can be viewed conceptually as a formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on redistribution of decision making authority as the primary means through which improvements might be stimulated and sustained.

*Malen, Ogawa, and Kranz, 1990*

## Summary of Findings Regarding Site-Based Management



There is little evidence that school-based management produces substantial of sustainable improvements in either the attitudes of administrators and teachers or the instructional components of schools...There is little evidence that school-based management improves student achievement.

*Malen, Ogawa, and Kranz, 1990*





Based on the McKinsey and Company Study, we believe that the ten best-performing school districts in the world, as measured by the PISA, are exemplars of the leadership responsibilities and practices reported here and in our book *School Leadership That Works* (Marzano et al., 2005)

*Marzano and Waters, 2009*



A highly effective school leader can have a dramatic influence on the overall academic achievement of students.

*Marzano, Waters, & McNulty, 2005*





Our findings clearly point to the efficacy of tight coupling regarding achievement and instruction at the district level.

Tight coupling clearly appears to hold great promise as the necessary ingredient for a district-level effect on student achievement.

*Marzano and Waters, 2009*

# *Beyond Islands of Excellence*

## The Findings



1. Districts had the courage to acknowledge poor performance and the will to seek solutions.
2. Districts put in place a systemwide approach to improving instruction—one that articulated curricular content and provided instructional supports.
3. Districts instilled visions that focused on student learning and guided instructional improvement.
4. Districts made decisions based on data, not instinct.
5. Districts adopted new approaches to professional development that involved a coherent and district-organized set of strategies to improve instruction.
6. Districts redefined leadership roles.
7. Districts committed to sustaining reform over the long haul.

*Learning First Alliance, 2003*

# Five District-Level Leadership Responsibilities



1. Ensuring collaborative goal setting
2. Establishing nonnegotiable goals for achievement and instruction
3. Creating board alignment with an support of district goals
4. Monitoring achievement and instruction goals
5. Allocating resources to support the goals for achievement and instruction

*Marzano and Waters, 2009*

Our findings regarding nonnegotiable goals for achievement and nonnegotiable goals for instruction are defining features of effective district leadership in that they should be the centerpiece of a comprehensive district reform effort.



*Marzano and Waters, 2009*



While it is true that schools are unique and must operate in such a way as to address their unique needs, it is also true that each school must operate as a functional component of a larger system. It is the larger system – the district – that establishes the common work of schools within the district, and it is that common work that becomes the “glue” holding the district together.

*Marzano and Waters, 2009*



Based on our findings, we assert that in a high reliability district, the *right work* in every school is defined (at least in part) by the district—every student will demonstrate high achievement as a result of access to high-quality instruction.

*Marzano and Waters, 2009*

“Ready, fire , aim” is a more fruitful sequence if we want to take a linear snapshot of an organization undergoing major reform. Ready is important; there has to be some notion of direction, but it is killing to bog down the process with vision, mission, and strategic planning before you know enough about dynamic reality. Fire is action and inquiry where skills, clarity, and learning are fostered. Aim is crystallizing new beliefs, formulating mission and vision statements, and focusing strategic planning. Vision and strategic planning come later.

*Fullan, 1993*

# Advice for District Leaders



1. Know the Implications of Your Initiatives
2. Maintain a Unified Front
3. Keep the Big Ideas in the Forefront
4. Use What is Known About Acceptance of New Ideas
5. Communicate With “Sticky Messages”
6. Manage Personnel Transitions

*Marzano and Waters, 2009*

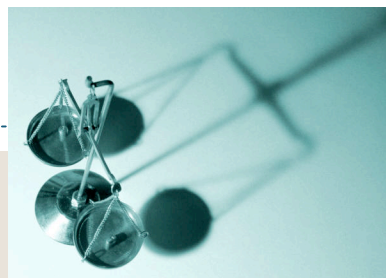


# Final Recommendations to District and School-Level Leaders



- Take stock of your current practices and approaches.
- Benchmark your use of these practices against implementation in the best-performing school districts in the world.
- Use your findings and recommendations as the foundation for your own professional development.

*Marzano and Waters, 2009*



Striking the right balance between district direction and school support, and superior execution of the responsibilities and practices we have presented, may be the difference between a failed system and one that delivers on the promise of opportunity and hope for all children through high-reliability education.

*Marzano and Waters, 2009*



## Nine Key Characteristics to Develop Effective Sustainability Plans



1. Adopt a systems perspective when approaching the challenge of sustaining change.
2. Identify, early on, the critical elements of the literacy initiative that need to be sustained.
3. Begin planning for sustainability at the outset of the initiative and ensure that the implementation includes monitoring of all the critical elements.
4. Ensure that the critical elements are completely in place before the school attempts to sustain them.

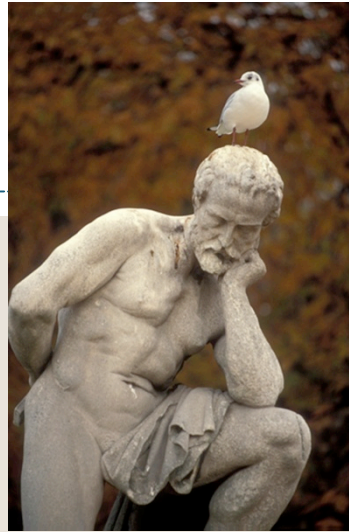
*Jones, Burns, and Pirri, 2010*

## Nine Key Characteristics to Develop Effective Sustainability Plans (cont.)



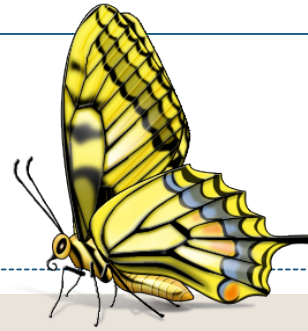
5. Understand the obstacles to sustainability and recognize strategies that can help to overcome them.
6. Establish distributed leadership throughout the school.
7. Ensure that there is a strong organizational culture.
8. Realize the funding roles that emerge during different cycles of the change process and understand how they apply to the literacy change initiative.
9. Inaugurate ways that the organization can maintain, extend, and adopt the changes over time.

*Jones, Burns, and Pirri, 2010*



**To *know* and not *do*  
is really not to know.**

*Covey, 2002*



We realize that we believed school leaders didn't understand the concepts of effective literacy change because there was little evidence that they were putting into practice principles we had previously shared. Our big "Aha!" came when we grasped that there is considerable difference between knowing the right things to do and doing the right things, consistently, throughout a school or district. The gap forms when educators are unsure of how to do what needs to be done.

*Jones, Burns, and Pirri, 2010*

# What we know v. What we do



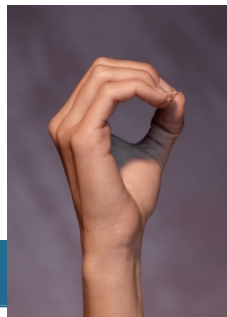
- The five basic components of early reading v. constructivist ideology for all students
- Making decisions based on data v. making decisions based on tradition
- Evidence based and responsive teacher certification v. academic freedom
- Diagnosing for special education using Response to Intervention v. IQ/Achievement discrepancy



**The student achievement gap can be solved only when the adult gap between what we know and what we do is reduced to zero.**

**We can do this.**

**It is a matter of will, not skill.**



Kukic, 2009

# Bold Action to Get Serious Results



- Commit together to data based decision making 100% of the time. No more ideologically based decisions.
- Establish district level nonnegotiables related to assessment, curriculum, intervention, instruction, & positive behavior supports.
- Commit to using curriculum, interventions, technology, services that have external validation that they work with target students.
- Never purchase materials primarily because of the amount of free stuff your system gets.
- Implement all curricula and interventions with fidelity.
- Implement a replacement core for students who continue to achieve below the 30<sup>th</sup> percentile.
- Build and sustain a Multi Tier System of Support focused on improved performance for all.



*Live with intention.  
Walk to the edge.  
Listen hard.  
Practice wellness.  
Play with abandon.  
Laugh.  
Choose with no regret.  
Appreciate your friends.  
Continue to learn.  
Do what you love.  
Live as if this is all there is.*



*Mary-Anne-Radmacher, 2008*

What can we do?



Let's get serious!



# Go for it!

