

# Teaching and Leading with **FOCUS**

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# IMPACT OF EDUCATION



- ▶ Income
  - ▶ Social/political empowerment
  - ▶ Intellectual development
  - ▶ Family stability; health; life expectancy
- ...**even more** than previously thought

2014 Brookings Institution Study

# IMPACT OF EFFECTIVE TEACHING

- ▶ Effective teachers:
  - ▶ **six times** the impact as teachers in bottom third  
Haycock & Huang 2001
  - ▶ achieve extra **6-9 months** growth per year  
William 2007
- ▶ Students with *effective* teachers: from weak to highly successful in **3 years**  
Marzano; Haycock; Bracey

# IMPACT OF EFFECTIVE SCHOOL & DISTRICT LEADERSHIP

**Effective instructional leadership**  
ensures consistently effective  
teaching **more than any other**  
**factor**

- Leithwood, Wahlstrom & Anderson 2010
- Hattie, 2015



# EFFECTIVE LEADERSHIP: SIMPLIFY SCHOOL IMPROVEMENT

“There is too much overload and baggage on the current change journey. The skinny is about finding the

- smallest number of
- high- leverage,
- easy-to-understand actions

that unleash **STUNNINGLY POWERFUL CONSEQUENCES.**”

Michael Fullan, 2010

# THE COST OF COMPLEXITY

- ▶ “Complexity **kills.**”

*Forbes*

- ▶ “...complex machinations **always fail.**”

Jim Collins

- ▶ Complexity is the **enemy of implementation.**

Pfeffer and Sutton; Maeda; Jensen

- ▶ “75 percent of principals feel that their job has become **too complex.**”

Michael Fullan

# THE COST OF COMPLEXITY

- ▶ “The main reason there’s been so little achievement gain over the past few decades ...is precisely because **neither curriculum nor instruction much changed** – hence **students didn’t learn much more.**”

Michael Petrilli, 2015

# SIMPLIFY/FOCUS:

## Less is More

“The first law of simplicity is: **reduce.**”

John Maeda

“The easiest and greatest increases in productivity in knowledge work come from redefining the task and **eliminating what need not be done.**”

Peter Drucker



# LESS of *WHAT*?

- ▶ Innovation/PD
- ▶ Group work
- ▶ Technology
- ▶ Teacher Evaluation criteria

*The first law of simplicity is: **reduce***

John Maeda

# “NEOMANIA”: THE PROBLEM WITH “INNOVATIVE” PD

- ▶ “Every time the \_\_\_\_\_ goes to a conference, the teachers get worried, because they know he’s going to come back with something he wants to try.”

Tom Guskey

# The PD “Mirage”

- ▶ PD leaders are "not members of an evidence-based culture," but one in which "**whims, fads, opportunism, and ideology**" prevail. "Empirical research had little to do with the professional-development offerings." (“**The District Role** in Instructional Improvement,” Corcoran, Fuhrman, and Belcher, 2001)
- ▶ PD: little to no impact on curriculum and instruction (“The Mirage”; TNTP 2015)
- ▶ \$18 billion spent annually

# LESS GROUP WORK

- ▶ **Prone to overuse** (Marzano 2001; Senechal 2014)
- ▶ Group work is typically “**Disguised inactivity**... students are provided with an opportunity to put their backs into doing nothing, all hidden inside the **smog of collaborative effort.**” (Bennet 2015)
- ▶ Berliner: **Pairs**--not groups--most effective
- ▶ “Default arrangement” for desks? (Lemov)

# LESS PD/EMPHASIS on TECHNOLOGY

- ▶ “I used to think that technology could help education... I’ve come to the inevitable conclusion that the problem is not one that technology can solve. What’s wrong with education cannot be fixed with technology. No amount of technology will make a dent.” ( \_\_\_\_\_?)
- ▶ Technology is a **not a “driver”** of school improvement (M. Fullan)

# LESS—FEWER--TEACHER EVALUATION CRITERIA

“**Nobody** can say that teacher evaluation efforts are going well. This was an unforced error of enormous magnitude.”

Michael Petrilli

# SIMPLIFY/REDUCE EVALUATION TEMPLATES

“Teacher evaluations are **too complex**. Many observation rubrics are **too long and complex** to yield accurate ratings or useful feedback.”

The New Teacher Project Report/authors of “The Widget Effect” (November 2013)

# SIMPLIFY/REDUCE EVALUATION TEMPLATES

Evaluation templates are “**way too complicated**.” The rubrics are so complex that ...

**they’ll just make you suicidal.”**

**Paul Vallas** (former superintendent of Chicago and New Orleans schools)



# SIMPLIFY/REDUCE EVALUATION TEMPLATES

## *Who wrote this....?*

“The template is **just too big**...there’s just **too much detail** to permit [evaluators] to **focus on the important ideas about teaching**...When observing a lesson, whether as part of a coaching relationship or for evaluation, it’s **too cumbersome** for everyday use.”

# SO: MORE OF WHAT?

- ▶ Laptops for all/Smartboards in every classroom
- ▶ Common, content-rich curriculum
- ▶ RTI
- ▶ Commercial Math/Literacy “programs”
- ▶ Basal readers
- ▶ Differentiated instruction
- ▶ Smaller classes
- ▶ Strategic circulating & other “checks for understanding” which inform adjustments to instruction
- ▶ Various small/school-within-a-school “Academies”
- ▶ 90-120 minutes of purposeful reading & writing per day
- ▶ “Turnaround” strategies (new faculty; school design etc.)

# COHERENT “Guaranteed & Viable” CURRICULUM (Marzano 2003)

- ▶ Hirsch: key to literacy and learning
- ▶ PLCs *impossible without curriculum* (DuFour, Marzano 2013)
- ▶ Essential to effective teaching (Darling-Hammond 2010)
- ▶ “Viable” curriculum = more time for reading; writing; discussion @ **content**
- ▶ **NUMBER ONE** factor (Marzano; Hirsch; Porter)

# CLARIFY



“If you do nothing else  
as a leader, **be clear.**”

Marcus Buckingham

*The One Thing You Need to Know*

# CURRICULUM/LITERACY


- ▶ A “viable” number of common\* topics/texts/skills laid out **for entire school year**, taught in (approximately) same sequence
  - ▶ liberally-infused with **reading, writing and discussion** (especially in English, Social Studies & Science)

\*occupying 60—90% of total curriculum

# US HISTORY

Templates at <http://www.ascd.org/ASCD/pdf/books/SchmokerAppendixB.pdf>

<b>1<sup>st</sup> Quarter:</b> American Revolution	<b>WEEK</b>	<b>TOPIC</b>	<b>TEXT</b>	<b>FOCUS QUESTION</b> for close reading; discussion; writing, i.e. <b>ASSESSMENT</b>
	<b>ONE</b>	Taxation without representation	Textbook, Ch. 5: pp. 148--151	What were the best arguments for and against taxation without representation?
...		British attitudes/treatment of the colonists	Proclamation of 1763 (which forbade Western settlement)	Was the Proclamation of 1763 fair or unfair to the colonists? Native Americans?

- 
- ▶ Does your school(s) now ensure that a coherent, “guaranteed,” literacy-rich curriculum ***actually gets taught?***

# “GUARANTEED” CURRICULUM?

## BRUTAL FACTS (Jim Collins):

- ▶ Teachers provide a **“self-selected jumble”** of standards (Rosenholtz)
- ▶ **“Wild variation”** from teacher to teacher; little/no alignment with agreed-upon curriculum (Berliner; Wahlberg)
- ▶ **“Curricular chaos”** in English/Lang. Arts (Goodlad; Sizer; Little; Allington)
- ▶ **60 YEARS WITHOUT CURRICULUM** (Hirsch)



# HIGH-LEVERAGE PRACTICES **and** the FOSBURY EFFECT

- ▶ **“Effective practices never take root**  
in more than a small proportion of  
classrooms and schools”

Tyack and Cuban

- ▶ **“Effective teaching is quite different**  
from the teaching that is typically found  
in most classrooms”

Odden and Kelley

# CURRICULUM LEADERSHIP:

- ▶ *Share evidence for primacy of curriculum--repeatedly*
- ▶ Enlist prototype teams to create a handful of **clear, user-friendly, literacy-rich** curriculum models/prototypes for each discipline
- ▶ Then: Distribute prototypes and set deadlines--for completing **simple, easy-to-use** curriculum for every course (at PLC meetings, etc.)

Curriculum templates available at:

<http://www.ascd.org/ASCD/pdf/books/SchmokerAppendixB.pdf>

# THE PRIMACY of LITERACY

- ▶ “Literacy is the **most important single goal of schooling**...the earnings gap between racial and ethnic groups largely disappears when language competence in standard English is factored in.”  
E.D. Hirsch

- ▶ “Underdeveloped literacy skills are the **number one reason** why students are retained, assigned to special education, given long-term remedial services and why they fail to graduate high school.”  
Ferrandino & Tirozzi, NAESP/NASSP

# AUTHENTIC LITERACY? “Reading & Writing vs. ‘stuff’ ratio” (Allington)

- ▶ **“Literature based Arts and Crafts”** (Calkins):  
dioramas; game boards; worksheets; posters;  
coats-of-arms; mobiles; movies; cutting, gluing;  
coloring; drawing; designing book jackets; collages
- ▶ **Multiple choice curriculum:** short passages &  
questions about “external (or) internal conflict?”;  
“elements of literature”; “identify main idea” etc.
- ▶ Coffee shop encounter: an absence of leadership

# LITERACY LEADERSHIP: REDUCE, CLARIFY

COMMON CORE ELA “Instructional Shifts”:

- ▶ **Building knowledge** through **content-rich nonfiction**
- ▶ Reading, writing and speaking **grounded in evidence from text**, both literary and informational
- ▶ Regular practice with **complex text** and its **academic language**

see: Schmoker & Jago 2013

Schmoker & Graff 2011

# LITERACY (especially ELA, SS, Science)

Read 3 [complex, non-fiction] texts about Amelia Earhart. All three include the claim that she was a brave, courageous person:

- ▶ “Biography of Amelia Earhart”
- ▶ “Earhart’s Final Resting Place Believed Found”
- ▶ “Amelia Earhart’s Life and Disappearance”

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

# WRITING: HOW IMPORTANT?

- ▶ “If we could institute only **one change** to make students more **college ready**, it should be to increase the **amount and quality of writing**\* students are expected to produce.”

David Conley, *College Knowledge*

- ▶ **Cheryl Sandberg** (COO of Facebook):  
on writing

# EFFECTIVE LESSONS: *CLEAR?*

## 100% ATTENTIVENESS/ENGAGEMENT and...

- ▶ Clear learning objective/target
- ▶ Anticipatory set/background/purpose/preview
- ▶ Teach/model **in small, manageable chunks**
- ▶ Guided practice (often with peers) for each “*chunk*”
- ▶ **Checks for understanding** & adjustments to instruction for ***each & every*** chunk/guided practice
- ▶ Independent practice/assessment

*\*Hunter; Popham; Marzano; Fisher & Frye; Lemov; Burns; Archer; William; Hattie; Saphier; Ripley*



# IMPACT of such lessons...?

- ▶ “**among largest gains ever recorded**” (Popham)
- ▶ 3 consecutive years: **35-50** percentile points
- ▶ **DYLAN WILIAM:**
  - ▶ Extra 6-9 months growth per yr./**400%** faster learning
  - ▶ 20-30 times the impact of most popular initiatives
  - ▶ From @ #18 to top 5 in math on PISA
  - ▶ Effect sizes **similar to one-on-one tutoring** (Stiggins)

# EFFECTIVE LESSONS and the FOSBURY EFFECT

- ▶ **“Effective practices never take root** in more than a small proportion of classrooms and schools”

Tyack and Cuban

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Odden and Kelley

# SIMPLE, EFFECTIVE LEADERSHIP in **the** **Professional Learning Community**

- ▶ “No institution can survive if it needs geniuses or supermen to manage it. It must be organized to get along under a leadership of average human beings.”

Peter Drucker

# CLARIFY, REPEAT & PRACTICE FUNDAMENTALS → **MASTERY**

“I created eight laws of learning, namely:  
explanation, demonstration, imitation

**repetition**

**repetition**

**repetition**

**repetition** and

**repetition.”**

John Wooden

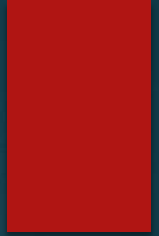
# **MONITOR** 1. INSTRUCTION and 2. COMMON, COLLEGE-PREP CURRICULUM

**LEADERS** (administrators, dept. heads): conduct regular, single-focused data-driven\* walkthroughs;  
*respond systematically to needs in these areas*

- ▶ Essential elements of an effective lesson  
(e.g. “clear—*posted*--learning objective”)
- ▶ Implementation of essential “guaranteed” curriculum
- ▶ College/career literacy: text-based discussion & writing

\*September: 35% of lessons → October: 80%

# **LEADERSHIP:** QUARTERLY TEAM/DEPARTMENT REVIEW



## **EACH QUARTER, LEADERS and TEAMS discuss...**

- ▶ unit/quarterly assessment results (success rate; areas of strength/weakness)
- ▶ scored papers/projects (success rate; areas of strength/weakness)

# FOCUSED LEADERSHIP → “STUNNINGLY POWERFUL CONSEQUENCES”

- ▶ Flowing Wells School District
- ▶ Orange Grove Junior High
- ▶ Brockton High School

# A SIMPLE PLAN for MOVING FORWARD

- ▶ District Office: ceaselessly clarify/monitor/support **high-leverage priorities**
- ▶ **Share evidence of swift, inevitable impact** of highest-leverage practices
- ▶ Offer ongoing instruction/modules on elements of effective instruction—**until all have adequately mastered them**
- ▶ Enlist teams to create simple curriculum exemplars\*: use as models for development in every course (with deadlines)
- ▶ **Monitor!:** e.g. 1.) routine walk-throughs 2.) quarterly team reviews--and respond with targeted, timely support
- ▶ **Focus PLC teams** primarily on continuous improvement of curriculum, units and lessons—**not** excessive data analysis

\* Templates available at:

<http://www.ascd.org/ASCD/pdf/books/SchmokerAppendixB.pdf>