

Focusing Critical Alignment of our work and our resources

Making Sure we have what's MOST important Aligned 1st!

Webinar

December 2nd, 2010

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Key “Take Away Points” for Today:

1. Alignment has to begin with a focused understanding of essential concepts and skills and what evidence is needed to have agreement of proficiency—Curriculum comes from focus on rigor from “Unwrapping” concepts and skills
2. For ANY quality assessment there are three ‘key’ points (Questions to ask):
 - i. What is your ***purpose***?
 - ii. What ***evidence*** will you need...?
 - iii. ...to make an accurate ***inference***?
3. Calendaring assessments is critical to look at scope and sequence
4. Tools are available and can be created to analyze potential instruments for material selection.

The Leadership & Learning Center Matrix

Effects/Results	Lucky High results, low understanding of antecedents Replication of success unlikely	Leading High results, high understanding of antecedents Replication of success likely
	Losing Ground Low results, low understanding of antecedents Replication of failure likely	Learning Low results, high understanding of antecedents Replication of mistakes unlikely
Antecedents/Cause Data (Adult Actions)		

Reflective Questions (Activity 1):

What are the current CAUSE data points (adult Actions) you are aware of that place you to right of the matrix?

What data are your teachers aware of to make informed decisions about current use of strategies/professional practice?

Review of Criteria for Selection of Power/Priority Standards:

Endurance: Will have long-term applicability for success (Computation, analysis of text)

High Stakes: *Success on high-stakes assessments*

Leverage: Success in multiple areas of study/course

Readiness: Subsequent courses of same subject

ACTIVITY 2:

What elements DO you feel are critical to rigorous and effective curricula?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Assessment Item Writing “Power/Priority Standards”

7.1.3 Demonstrate the ability to summarize, paraphrase, analyze, and evaluate what he or she (reads).

7.1.4 Demonstrate the ability to make predictions about stories.

Selected Response ITEM Writing Template for Assessment

Topic Selection: Reading Comprehension/Analysis of Text

Common Misconceptions/Errors

- *Students read too quickly and make errors in analysis/ inferences.*
- *Students often take a very LITERAL interpretation of the text and miss the analysis piece.*
- *Students fail to use specific points from text to make predictions.*

Standard(s) # 7.1.3 / 7.1.4 Priority Standard(s) YES

Concepts (Nouns)	Skills (Verbs)	Level of DOK	Levels of Bloom’s
Ability	Demonstrate (ability)	2	2
Pieces (text)	Summarize (piece)	2	2
Stories (what one reads)	Paraphrase (piece)	1	2
Summary	Analyze (piece)	2-3	4
	Evaluate (piece)	3	5
Predictions	Predict (predictions)	2	2-3

The Town Mouse and Country Mouse

Now you must know that a town mouse once upon a time went on a visit to his cousin in the country. He was rough and ready, this cousin, but he loved his town friend and made him feel heartily welcome. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The town mouse rather turned up his long nose at this country fare, and said, "I cannot understand, cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; you come with me, and I will show you how to live. When you have been in town a week, you will wonder how you could ever have stood a country life." No sooner said than done, the two mice set off for the town and arrived at the town mouse's residence late at night.

"You will want some refreshment after our long journey," said the polite town mouse, and took his friend into the grand dining room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking.

"What is that?" said the country mouse.

"It is only the dogs of the house," answered the other.

"Only," said the country mouse, "I do not like that music at my dinner!" Just at that moment, the door flew open; in came two huge mastiffs; and the two mice had to scamper down and run off.

"Good-bye, cousin," said the country mouse.

"What! Going so soon?" said the other.

"Yes," he replied. "Better beans and bacon in peace than cakes and ale in fear."

Selected Response Item Practice (Multiple Choice):

1. Question Stem

Possible Choices

A)

B)

C)

D)

Correct (**best**) choice _____

What does () help me infer? _____

What does () help me infer? _____

What does () help me infer? _____

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Example Items:

Selected Response (MC) Examples

1. Which statement best summarizes the story? **(Summary)**

- A) The town mouse has a better life.
- B) The country mouse is happier at his house.
- C) At times, some may be happier having less.
- D) The two mice like to visit each other.

Best answer is C

What do incorrect choices help me infer?

- A) Inferring without evidence (Comprehension OK—Analysis of Text Issue)
- B) TRUE but not enough—Left off key point
- C) BEST answer
- D) Part of main idea—missed final point

2. Which choice best describes the following quote “ the town mouse rather turned up his nose at this country *fare*” (the food they were eating—the choices/menu) (**Paraphrasing**)
- a. The town mouse does not like his cousin
 - b. The town mouse liked the food of his cousin
 - c. The country mouse was serving less than his best food
 - d. The town mouse didn’t like his cousins food

Best Answer D:

- A) They do not understand the surrounding text
- B) They do not understand inference or phrase “turned up his nose”
- C) He didn’t understand the surrounding text
- D) Correct Answer**

3. Which statement best describes the town mouse? (**Evaluation of what he reads**)

- A) He doesn’t eat very healthy.
- B) He doesn’t like beans and bacon.
- C) He likes to eat in a large dining room.
- D) He is use to having a large selection of scraps to eat.

Best answer is D

What do incorrect choices help me infer?

- A) Read too fast—analysis of text issues
- B) Missing MAIN IDEA—analysis of text issues—Used final sentence “Viscerally”
- C) Analysis of text issues
- D) BEST answer**

4. What might be the BEST way for the town mouse to have the country mouse come back to town and visit? **(Prediction)**

- A) The country mouse will not go see him because he really does not like him.
- B) The town mouse will just have to go to the country for them to connect.
- C) The town mouse will send word to the country mouse that the dogs are away.
- D) The town mouse will have to convince the country mouse there will be even more scraps—including beans and bacon.

Best answer is C

What do incorrect choices help me infer?

- A) Did not analyze first paragraph
- B) Question is not read properly—Did not answer the question asked
- C) BEST answer**
- D) Analysis of text—evaluating text

Constructed Response Examples:

5. What would be another way to say, “Better beans and bacon in peace, than cakes and ale in fear?” **(Paraphrasing of what he/she reads)**

(3 points) Exemplary—ALL Proficient PLUS:

- Rewrites this statement in own words as if he/she were the county mouse
- Writes ONE sentence (no more, no less)
- Restates the same point from his/her 7th-grade point of view and uses own personal example or experience

(2 points) Proficient:

- Writes one complete sentence paraphrasing the moral (CORRECTLY)
- Writes from personal point of view

(1 point) Progressing:

- Does not write/paraphrase in one sentence
- Paraphrasing in some fashion misses some aspect of the theme/moral of story

(0 points) Not Meeting Standard:

- Paraphrasing is NOT AT all in line with the moral of the fable

Activity 3:

Where do you feel your teachers are related to...:

- 1) Clearly identifying (Agreeing on) the priority standards (Common Core?)—***by grade level and department?***
- 2) Intentionally ‘Unwrapping’ do pull out the clear learning targets (Concepts and skills) ?
- 3) Intentionally aligning common formative assessments (items) with LASER- Like intentionality to ensure ***purpose, evidence, inference?***

Activity 4: Calendaring assessments to look for GAPS/Overlaps-----Assessment Schedule Example: (elementary)---

<p>September:</p> <ul style="list-style-type: none"> • D: NWEA—(14th—25th) (2-3-4-5) • B/M: Writing Pre-Test (1-5) (1st FULL week of school-14th—Holistic--Approach)—Skill will be pulled out —Organization—Main ideas/details • B: DIBELS—(1-2) (28th—October 9th) 	<p>October:</p> <ul style="list-style-type: none"> • S: MEAP (3-4-5) • D: NEWA (1) 	<p>November:</p> <ul style="list-style-type: none"> • B: Writing Strand ONE Post Assessment: (Organization—main ideas/details) (9th—10th—11th) • B: Writing Pre-Assessment (2nd—6th)—Teachers administer (Strand 2--Persuasion) Data will due to Lynn by 11th) MLK Focus • G: LAS (Levels 1-2-3 ELL)
<p>December:</p> <ul style="list-style-type: none"> • B: Writing strand 2 Post assessment (9th—10th—11th). 	<p>January:</p> <ul style="list-style-type: none"> • B/M: Writing strand 3—AND Holistic Pre—assessment (5th-6th-7th) • D: NWEA (1-5) 2nd—4th Week • B: DIBELS (1-2-3) (January 4th—8th) 	<p>February:</p> <ul style="list-style-type: none"> • B: Writing strand 3 Post assessment (16th-17th-18th) • B: Writing strand 4 Pre—assessment (24th-25th-26th) • G: Add specific Special Education assessment (Autism, LD, etc)
<p>March:</p> <ul style="list-style-type: none"> • B: Writing strand 4 Post—assessment (23rd-24th-25th) 	<p>April:</p> <ul style="list-style-type: none"> • B: Writing strand 5 Pre—assessment (6th-7th-8th) 	<p>May:</p> <ul style="list-style-type: none"> • D: DIBELS(5th—9th) • B: Writing strand 5/holistic Post—assessment (18th-19th-20th) • D: NWEA (2nd—4th week)

Activity 4: Assessment Calendar

Plot out KNOWN assessments by month (date if known, grade level, subject, student group (All if applicable), and mark by:

S: State Level D: District B: Building (CFA) M: BENCHMARK G: Group Specific

Sept.	Oct.	Nov:
Dec	Jan	February:
March	April	May

Activity: 5

Text Title: _____ Author(s): _____ Publisher: _____

Copyright Date: _____ Readability Rating: _____ Course/Grade: _____

Text Reviewer: _____

Circle appropriate responses. Provide specific examples/evidence for each item

DOUBLE Weighted	1. Matches CT Frameworks Evidence:	(1) Weak	(2) Adequate	(3) Strong
DOUBLE Weighted	2. Correlates to Bristol Curriculum objectives Evidence	(1) Weak	(2) Adequate	(3) Strong
	3. Provides multiple opportunities to achieve the concepts and skills in Bristol Power Standards Evidence:	(1) Weak	(2) Adequate	(3) Strong
	4. Aligns with Previous and next grade/course Evidence	(1) Weak	(2) Adequate	(3) Strong
	5. Presents Content Accurately Evidence	(1) Weak	(2) Adequate	(3) Strong
	6. Allows Students to construct their own meaning Evidence	(1) Weak	(2) Adequate	(3) Strong
	7. Provides in-depth information Evidence	(1) Weak	(2) Adequate	(3) Strong
	8. Promotes Higher-order thinking Evidence	(1) Weak	(2) Adequate	(3) Strong

	9. Includes students authentic activities aimed at building students' understanding Evidence	(1) Weak	(2) Adequate	(3) Strong
	10. Addresses skills identified in the curriculum Evidence	(1) Weak	(2) Adequate	(3) Strong
	11. Supports authentic, performance based assessments Evidence	(1) Weak	(2) Adequate	(3) Strong
	12. Utilizes a variety of modalities to meet the needs of a diverse group of learners Evidence	(1) Weak	(2) Adequate	(3) Strong
	13. Integrates technological resources Evidence	(1) Weak	(2) Adequate	(3) Strong
	14. Facilitates differentiated instruction for students with varying abilities, interests, and learning styles Evidence	(1) Weak	(2) Adequate	(3) Strong
	15. Provides content that is accessible to a variety of reading levels Evidence	(1) Weak	(2) Adequate	(3) Strong
	16. Provides an appreciation for diversity Evidence	(1) Weak	(2) Adequate	(3) Strong

Totals: _____

Overall rating: _____ **(out of 54)**

Deep Learning Activity 5 (Action Planning):—What are 2 (or 3) focused/targeted strategies for your school in 2009—2010—To align FIRST the priority Standards and assessments---FOLLOWED THEN by selection of materials?

Focused Strategy to align priority standards with assessment	Immediate and actions (Dates to be completed by)	Cause Data Points (Adult Actions)— What would you expect to have happening with the adults?	Results Indicators What do I (we) need to look-for and measure as an indicator of success?	Material Process / Selection steps
Example: Agreement of science department (HS) of specific outcomes for biology and chemistry	*Set up specific dates for PLC meetings to focus on outcomes for each quarter (12-9) **Have two 1 hour meetings with sole purpose of looking at student work from state (Agreed) upon rubric (1-31-11)	Number of meeting (minutes) focused on outcomes, # / % of adults in 'initial agreement' of proficiency of student work against rubric	Measurable: *increased achievement *Increased reliability between OAKS assessment and semester grades *fewer failure and repeat courses in science Look For: *Fewer comments of students 'not being ready' for chemistry and physics *less 'disagreement' in PLC meetings over proficiency of student work (less fussin') *Other departments <i>wanting</i> to go deeper	

Focused Strategy to align priority standards with assessment	Immediate and actions (Dates to be completed by)	Cause Data Points (Adult Actions)— What would you expect to have happening with the adults?	Results Indicators What do I (we) need to look-for and measure as an indicator of success?	Material Process / Selection steps
1.				
2.				

Supplementary Information

Ben Davis High School

Indianapolis, Indiana

Grades 10-11-12

Enrollment: 3282

Principal: Joel McKinney

Credit Recovery—3 Models in place:

Credit Recovery Lab:

- 60 Computer Lab
- Students take 'study hall'—attend lab to work on courses they have previously failed
- All courses on-line—created by Ben Davis teachers-linked to Indiana Standards (Angel program)
- Full time teacher in room with 1 para-professional
 - No additional staffing needed—Students were going to be scheduled into Study Hall's anyway
- Students work until the meet proficiency (Grade of B or lower can be earned)

Evening School:

- 60 computer lab (M—Thursday) 3:30—10:00
- 90% full time evening school students (10% day school students—making up or getting ahead)
 - Used as alternative to expulsion for some
 - 3.5 FTE teachers, 1 administrator, 1 full time counselor
- Minimum requirement 2 days per week 3 hours on site per session
- Same courses as credit recovery lab
- Students again work at own pace until course completed (proficiency reached)

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Extended Semester:

- Within first 2 months at end of semester—Students below passing have chance to make up work, demonstrate proficiency, earn credit
 - Scale is 65% for credit
 - ALL students within 8% have opportunity
 - Others based on teacher discretion
 - Placement in subsequent course is teacher discretion when below 55%
- Afterschool, evenings, Saturday's to make up work
- Individual for each student—folder made
 - Based on computer grade report from teacher from course work that semester
- Tasks/assignments are based on *Power Standards* not curriculum
- 50-50% of paper-pencil/traditional vs. on line course use

Failure Prevention:

Safety Net Program:

- Systematic plan to monitor student failures every 4 ½ weeks
- Teachers turn in list/reason for every potential failure to department leader
- DL compiles list of students and reasons
- Departments meet/strategize specific plan to address failures
- Some ideas generated have been
 - Targeted and focused tutoring
 - In-flight corrections,
 - Focused homework
 - Focused contact with parents
 - Use of extra-curricular coaches and sponsors

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TOTAL Credits Earned/Recovered *each year* since 2004.

Year	Number of Credits Earned
2004—2005	685
2005-2006 (Year prior to changes implemented)	917
2006-2007	1676
2007-2008	1927
2008-2009	2050

Graduation rates for Ben Davis High School.

Year	Ben Davis High School	Indiana	Difference	% if include students graduating with diploma after 4 years (after cohort)
2005-2006:	65.8	76.5	-9.3	69.0
2006-2007:	67.0	76.4	-9.4	69.7
2007-2008:	70.3	77.8	-7.5	73.3
2008-2009:	75.8	81.5	-5.7%	77.2
2009-2010	State not complete	State not complete		83%