Shelton Public Schools

**Pursuing Coherence**

**Long Term Planning**

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# The Evolution of Educational Reform

## Areas of Focus
- **Learning Goals**
- **Assessment Protocols**
- **Accountability**
- **Teacher Prep**
- **Curriculum**
- **Testing Tools**
- **Student Abilities**
- **Instructional Focus**
- **Inputs/Outputs**

## Before 1986
- **Universal Access**
  - Locally Determined
  - Rank and Sort
  - No News is Good News
  - Get A Degree
  - Table of Contents
  - Pencil & Paper
  - Grouped & Labeled
  - Teacher Dependent
  - Ready for K 59.9 to leave

## NCLB 2001
- **Universal Proficiency**
  - State by State
  - Tests for ALL
  - Label Failing Schools
  - Certifications & BEST
  - State Standards & Frameworks
  - Pencil & Paper With Performance Tasks
  - Integrated (N=40)
  - Standards Aligned
  - Need for Pre-School Skill Demonstrations

## PA12-116 2012
- **Universal Measures**
  - 46 State Consortia (Math, LA, Science)
  - Smarter Balance (IPI) for All
  - Ranking Every District, School and Teacher
  - Certifications, TEAM, and SEED
  - Multi-State Unified Standards
  - Digital With Performance Tasks
  - Integrated & Scrutinized (N=20)
  - Common Core Aligned And Digitally Supported
  - Pre-K and Full-K Standards Demonstrations & Tests

## 2016 – ESSA
- ?

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**Areas of Focus**
- Before 1986
- NCLB 2001
- PA12-116 2012
- 2016 – ESSA
Imbalance between...

Compliance

Mission
This would be nice:

Have to...

Want to...
Our Mission

To prepare EVERY student for learning, life, and work beyond school.
What do students need to be prepared to succeed in a world that...

...is digital, flat, open and pluralistic.

...is unpredictable and volatile.

...is increasingly unforgiving to those who are unskilled.
These Trends are Already Underway

<table>
<thead>
<tr>
<th>Less paper</th>
<th>More pixels</th>
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<tr>
<td>Less about facts</td>
<td>More about skills</td>
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<td>Less about single sources</td>
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<td>Less about compliance</td>
<td>More about creating value</td>
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<td>Less about volume</td>
<td>More about rigor</td>
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The Pareto 85/15 Leverage Principle

Vital Few
Commit To High Leverage Choices

Mission
Leadership
Focus
Goals
Measures
Practices

Things That Matter

What?

How?

How Well?

Commit To High Leverage Choices
What do you consider the most important foundational skills and attributes that will be/are required for students to be successful in 2025?
The What: **High Leverage Goals** for Student Learning

Critical & Creative Problem Solving

Analyze & Construct Arguments Based on Evidence

Meaningful & Purposeful Communication & Collaboration

Digital & Creative Problem Solving

Digital Literacy & Information Fluency

Connecticut State Standards

21st Century Digital Learning

Common Core Venn Diagram – 21st Century Skills Crosswalk - Four Highest Leverage Student Skills

[https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness](https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness)
Coherence Is Supported by Assessment

Measure what you value, value what you measure.
Data For Growth – Not Inspection

Standardized and Non-Standardized Measures
1. **Philosophy** – the role that assessment plays in your system – differences of formative and summative – **thinking about the differences between growth and accountability** and how to balance them in practice.

2. **Technical Capacity**
   - Constructing effective rubrics – **measuring what you value**
   - Designing rubric aligned tasks – **connecting it to practice**
   - Scoring protocols – **build capacity to judge student work**
   - Data collection and analysis tools – **how to use the results**

3. **Systems effectiveness**
   - Organization of the weight of your assessments – **inventory**

4. **Practice**
Team Two: Teaching for Learning (Overview)

Domain 1: Learning Environment, Student Engagement and Commitment to Learning
Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a. Promoting a positive learning environment that is respectful and equitable.
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
1c. Maximizing service delivery by effectively managing routines and transitions.

Domain 2: Planning for Active Learning
Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a. Planning prevention/intervention that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.
2b. Planning prevention/intervention to actively engage students in the content.
2c. Selecting appropriate assessment strategies to monitor student progress.

Domain 3: Service Delivery
Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing service delivery for learning.
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
3c. Assessing student learning, providing feedback to students and adjusting service delivery.

Domain 4: Professional Responsibilities and Leadership
Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

4a. Engaging in continuous professional learning to impact service delivery and student learning.
4b. Collaborating to develop and sustain a professional learning environment to support student learning.
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.
Every learner needs 1:1 access.
Until everyone can have the same thing, no one can have anything.

Equitably deficient.
So that instruction can look less like this.....

**Boston Massacre:**
*An Important Event in American History*

1. Read Chapter 6 – focus on the pages that describe what happened in the Boston Massacre and the events that followed it.
2. Answer the end of chapter review questions related to the massacre.
3. Bring your answers to class and be prepared to discuss them with your classmates.

*(Figure 4)*

... and more like this.

**Boston Massacre: Murder or Justifiable Homicide?**

1. Team One find 5 historical narratives by different authors
2. Team Two find 5 primary source documents from the trial
3. Team Three find 5 British history references and opinions
4. Team Four find 5 contemporaneous editorials.

- Present your work to the other teams.
- Create a narrative outline of the event that includes data from all four teams.
- Create a work that defends your summary/conclusion with your facts and evidence.
- Be prepared to share your product with others if called upon.
Align Your Systems With Your Goals for Learning

**Subject Area Responsibilities**

- **Type of Knowledge Desired**
  - Content (Declarative) Facts
  - Type of Instruction Required
  - Recall & recognition based quizzes, tests, and activities. Multiple choice, matching, etc. (SAT/AP/Exams)
  - Discrete units, spiraled and predictable.
  - Amount of Time Required
  - Recall & recognition based quizzes, tests, and activities. Multiple choice, matching, etc. (SAT/AP/Exams)
  - Discrete units, spiraled and predictable.

- **Content Skills (Procedural) Discrete Skills**
  - Type of Instruction Required
  - Classroom or textbook problems, experiments, discussions, practice and repetition.
  - Discrete units, spiraled and predictable.
  - Amount of Time Required
  - Classroom or textbook problems, experiments, discussions, practice and repetition.
  - Discrete units, spiraled and predictable.

- **Type of Assessment Required**
  - Recall & recognition based quizzes, tests, and activities. Multiple choice, matching, etc. (SAT/AP/Exams)
  - Discrete units, spiraled and predictable.
  - Amount of Time Required
  - Recall & recognition based quizzes, tests, and activities. Multiple choice, matching, etc. (SAT/AP/Exams)
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- **Amount of Time Required**
  - Recall & recognition based quizzes, tests, and activities. Multiple choice, matching, etc. (SAT/AP/Exams)
  - Discrete units, spiraled and predictable.
  - Ongoing, systemic and without a finite or predictable end.

**Everyone’s Responsibility**

- 4 High Leverage Goals (Contextual) CCSS/Digital Learning
  - Complex projects, real time explorations, authentic and relevant skill applications.
  - Holistic and, analytic rubrics, or other agreed upon standards of rigor (Portfolios, Exhibitions, SB)
  - Ongoing, systemic and without a finite or predictable end.
Coherence Pathways

1. Student
   - Goals
   - Practices
   - Measures

2. Professional
   - Goals
   - Learning Practices
   - Measures

3. Systems
   - Goals
   - Practices
   - Measures

Mission
To prepare every student for learning, life, and work in the 21st century.

Leadership
Focus
Engagement
Ownership
Rigor
Alignment

Coherence Pathways
Easy to understand, hard to do.

Jonathan P. Costa
What Goes Where?

Student Improvement

- Student Goals
  - Common Core/21st Century Skills & Content

  Instructional Strategies
  - CC/21CS goal aligned teaching methods & strategies

  Assessing Learning
  - SB & other valued summative, formative, standardized and non-standardized measures

  Professional Growth
  - Aligned with high leverage student goals and PL Standards

Professional Improvement

- Professional Goals
  - Evaluation & support goals, SLOs, focus goals & other

  Professional Measurement
  - Student and related professional data

Organizational Improvement

- Organizational Goals
  - Improvement targets related to DPI, SPI or other goals

  Organizational Plans
  - District or building level plans or strategies aligned with PL Standards

  Organizational Measures
  - District and Building level data Other...

What are your improvement “Leverage Points?”
Philosophical Foundations For Planning

Four Outcomes for Strategic Coherence:

1. The district has identified, defined and committed to supporting a focused set of appropriate student learning goals that will ensure student success in life, learning and work beyond school.

2. The district has committed to supporting instructional and adult learning strategies that ensure rigorous, digitally supported pedagogical experiences aligned with the district’s student goals.

3. The district uses and reports on appropriate and balanced measures of student and adult success that are aligned with its student learning goals.

4. The district aligns its supporting organizational systems to support the acquisition of its student learning goals.
Common and Special Causes
One of Deming’s most significant insights.

- **Common Causes**
  - Systemic
  - Predictable
  - Controllable

- **Special Causes**
  - Random
  - Unpredictable
  - Beyond Control

- **Mission Driven Decision Making**

- **In-Context Problem Solving**
Organizational Coherence for Goals, Measures and Practices

Not driven top-down... just from organized there.

District Level
- Primary Shelton District Focus: Skills for Student Success

Building Level
- School 1: G, M, P
- School 2: G, M, P
- School 3: G, M, P
- School 4: G, M, P

Professional Level
- Teachers: G, M, P

Student Level
- Student Learning
Supporting Systems

- Goals for Learning
- Assessment & Measurement
- Instructional Practices
- Leadership Focus
- Community Engagement
- Resource Deployment
- Policy and Regulation
Essential Question

How can we respond to the rapid changes at every level of our global society (and the physical planet) so that we are truly preparing our students for their future? How can we inspire and engage all students?
Planning Theme

Coherence (the work of the Board with Lighthouse, specifically the Seven Conditions for a functioning district), the work of the Focus groups, and eventual plan itself should connect to all other initiatives and projects in the district, and not be “just another thing”); the group agreed that too many people do not realize there are many excellent things going on in the district.
What will success look like?

To de-clutter the many initiatives and approaches that inform work, allowing us to focus and develop a clear path from Kindergarten to High School graduation so that our students are better prepared to meet the challenges and opportunities that will define their unique futures.
Five Groups

• Humanities (making connections across disciplines) Chairperson: Kristen Santillib.

• S.T.E.A.M. (including refining our K-12 scope & sequence for technology skills) Chairperson: Tina Hencklc.

• Career Pathways (true College & Career Readiness, with emphasis on mid-range achievers) Chairperson: Dr. Beth Smith

• Innovation (how can we meet the needs of our students in our rapidly changing world?) Chairperson: Ken Saraniche.

• Community (how can we serve and respond our diverse community?) Chairperson: Kathy Riddle
| **SWOT** |
|------------------|------------------|
| **Strengths**    |
| **Weaknesses**   |
| **Opportunities**|
| **Threats**      |