

Teaching and Leading with **FOCUS**

Michigan Reading Association


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The powers of a man's mind are
directly proportional to...
the quantity of coffee he drinks.

Sir James Mackintosh, Scottish philosopher



Education isn't just another issue. It is the most powerful force for accelerating economic growth, reducing poverty and lifting middle-class living standards. Well-educated adults earn much more, live longer and are happier than poorly educated adults.

David Leonhardt, New York Times

EFFECTIVE TEACHING: IMPACT

- ▶ Effective teachers: six times the impact as teachers in bottom third

Haycock & Huang 2001

- ▶ Students with *effective* teachers: from weak to highly successful in **3 years**

Marzano; Haycock; Bracey

EFFECTIVE LEADERS: IMPACT

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

-- Leithwood, Wahlstrom & Anderson 2010

-- Hattie, 2015

KEY TO TEACHER/LEADER EFFECTIVENESS: **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, [i.e. “evidence-based”]

- easy-to-understand actions that unleash

**STUNNINGLY POWERFUL
CONSEQUENCES.”**

Michael Fullan

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

ESSENCE OF SIMPLICITY:

Less is More

“The first law of simplicity is: reduce.”

John Maeda

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

Peter Drucker

LESS of WHAT?

- ▶ “Innovative” PD/Pedagogies/Programs
- ▶ Group work
- ▶ Over-emphasis on 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: little to no impact on curriculum and instruction (“The Mirage”; TNTP 2015)
- ▶ \$18 billion spent annually
- ▶ TYPICAL PRO-DEV, TRAINING, PROGRAMS:
 - ▶ not based on “evidence” or “empirical research”
 - ▶ based on “whims, fads, opportunism, and ideology.”

“The District Role in Instructional Improvement,”
Corcoran, Fuhrman, and Belcher, 2001

FINLAND: Innovative?

- ▶ “Finland’s methods aren’t exactly ‘cutting edge’ ... Finland’s teachers typically employ traditional, teacher-directed* classroom instruction.”

Timothy Walker, American/Finnish teacher, in *The Atlantic*

**inclusive of sensible amounts of discovery/project-based and collaborative learning*

LESS GROUP WORK

- ▶ **PRONE TO OVERUSE/ABUSE** (Marzano, Pollock & Pickering 2001; Senechal 2014; Brophy & Goode 2018)
- ▶ Occupies up to 70% of the schoolday (DeWitt 2016)
- ▶ Group work is often “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; Lemov: most productive form of cooperative learning...?

LESS 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...No amount of technology will make a dent.” (*Who wrote this...?*)
- ▶ INSTRUCTIONAL TECHNOLOGY:
 - ▶ “is a not a ‘driver’ of school improvement” (Michael Fullan)
 - ▶ has played **no role whatsoever** in success of highest-achieving school systems in the world
(Goodwin, 2015; Ripley, 2013; Walker in Stoltzfus, 2017).

LESS EMPHASIS on TECHNOLOGY

- ▶ “flashy technologies...distract us from working on the most essential things with our students.” American/Finnish teacher Timothy Walker, 2017
- ▶ “Students who use computers very frequently at school do much worse even after accounting for social background and students demographics” (OECD 2015).

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

“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.”
(_____?)

The most effective employee evaluation have the smallest number of criteria (typically no more than 5)
(Goodwin; Pulakos, Mueller-Hanson, O'Leary, & Meyrowitz)

SO: MORE OF WHAT?

- ▶ Laptops for all/Smartboards in every classroom
- ▶ Common, content-rich curriculum
- ▶ RTI
- ▶ Standards-based grading
- ▶ Personalized Learning
- ▶ Differentiated instruction
- ▶ Smaller classes
- ▶ Strategic circulating/"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.)

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BORING...BUT IMPORTANT

- ▶ **THE BEST EVIDENCE-BASED, HIGH-LEVERAGE PRACTICES:**

- ▶ “Plain vanilla” (Goodwin)
- ▶ “Mundane, unremarkable” (Lemov)
- ▶ Best practices: born **in 1960s** (Tyre)

Brockton High School “**shunned innovation**” to become most improved school in Massachusetts history

COHERENT “Guaranteed & Viable” CURRICULUM (Marzano 2003)

- ▶ Key to reading ability/comprehension (E.D. Hirsch; S. Pinker)
- ▶ “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); 40 times as effective as class size reduction....?


3rd GRADE: FIRST PERIOD	TEXT (always with <u>embedded vocabulary</u> instruction)	GUIDING QUESTION (for close reading, discussion and writing*)
NOVEL (1)	Sarah, Plain and Tall by: MacLachlan, Patricia 560L (lexile)	How do Anna and her relationships change throughout the book. Support answer with evidence from the text. *2-3 page paper
NONFICTION BOOK (1)	The Boy Who Invented the TV by: Krull, Kathleen 860L	What significant changes did Philo go through? Support answer with evidence from the text. *2-3 page paper
ARTICLES (6-8)	Immigration Nation from Here, There, and Everywhere http://htekidsnews.com/immigration/nation/ (5-7 additional articles)	What are best arguments for and against immigration? Support your answer with evidence from the text. * 2-page paper
POETRY (6-10)	The Giving Tree by: Silverstein, Shel 530L 5-10 additional poems: teacher's choice	What are the three most important things that the Tree gave to the boy; explain your position with evidence from the text. * 2 page paper
MAJOR WRITING ASSIGNMENTS:	FOUR ASSIGNMENTS: 8-10 pages total plus: Weekly/Targeted writing instruction	*approximate number of pages

US HISTORY

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

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

WEEK	CURRICULUM MAP: Calculus		GRADING PERIOD 1
	TOPICS/CONCEPTS Approx. # of days in [brackets]	TEXTBOOK Pgs./Mtls.	WRITING: (if/when applicable)
1	UNIT 1: Limits and Their Properties 1.1--A Preview of Calculus [2] 1.2--Finding Limits Graphically and Numerically [3]	1.1--p. 57-63, Notes packet 1.1, HW 1.1 1.2--p. 65-71, Notes packet 1.2, WA 1.2	
2	1.2--Finding Limits Graphically and Numerically (con't) 1.3--Evaluating Limits Analytically [3]	1.2--p. 65-71, Notes packet 1.2, WA 1.2 1.3--p. 76-83, Notes packet 1.3, WA 1.3	Write to explain respective advantages of finding limits... a. graphically b. numerically c. analytically
3	1.4--Continuity and One-sided limits [3]	Quiz 1.1-1.3 1.4--p. 87-95, Notes packet 1.4, WA 1.4	
4	1.5--Infinite Limits [3] 1.6--Limits at Infinity [3]	1.5--p. 100-104, Notes packet 1.5, WA 1.5 1.6--p. 108-114, Notes packet 1.6, WA 1.6	
5	1.6--Limits at Infinity (con't)	1.6--p. 108-114, Notes packet 1.6, WA 1.6	How are Infinite Limits different from Limits at Infinity? Explain in writing.
6	UNIT 2: Differentiation 2.1--The Derivative and the Tangent Line Problem [3]	Unit 1 Test 2.1--p. 123-130, Notes packet 2.1, WA 2.1	
7	2.2--Basic Differentiation Rules and Rates of Change [4]	2.2--p. 134-142, Notes packet 2.2, WA 2.2	
8	2.3--Product and Quotient Rules and Higher-Order Derivatives [3]	2.3--p. 147-153, Notes packet 2.3, WA 2.3	
9	2.4--The Chain Rule [4]	Review Stations 2.1-2.3 Quiz 2.1-2.3 2.4--p. 158-167, Notes packet 2.4, WA 2.4	Write to compare and contrast...a. the product rule b. quotient rule c. chain rule
	TOTAL INSTRUCTIONAL DAYS: 31 (of 132)		

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

“GUARANTEED” CURRICULUM?

BRUTAL FACTS (Jim Collins):

- ▶ Typically a “**self-selected jumble**” of standards (Rosenholtz)
- ▶ “**Wild variation**” among teachers; little/no alignment with any curriculum (Berliner; Wahlberg)
- ▶ “**Curricular chaos**”: *grossly inadequate/inconsistent* amounts of reading, writing and writing instruction (Goodlad; Sizer; Little; Allington; Schmoker & Marzano)
- ▶ **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

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

LITERACY: REDUCE, SIMPLIFY

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--SIMPLIFIED

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.

AUTHENTIC LITERACY...?

“Reading & Writing vs. ‘stuff’ ratio” (Allington)

- ▶ Literacy block: 2/3 of time spent on “cut, color, paste” activities and “centers” (Ford & Opitz)
- ▶ “Literature based Arts and Crafts” (Calkins): dioramas; game boards; “centers”; worksheets; posters; coats-of-arms; mobiles; movies; drawing; book jackets
- ▶ Multiple choice/skills-based curriculum: “external (or internal conflict?”; “elements of literature”; “rising action” “identify main idea” etc.
- ▶ Coffee shop encounter

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*

- ▶ The “academic wall” of college writing (Varlas 2018)
- ▶ Cheryl Sandberg on high school writing

EFFECTIVE LESSONS:

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

IMPACT of ongoing formative assessment (multiple “checks for understanding”)

- ▶ “among largest gains ever recorded” (Popham)
- ▶ Single most powerful factor (Hattie)
- ▶ Pivotal element in effective instruction (Lemov)
- ▶ 3 consecutive years: 35-50 percentile points
- ▶ **DYLAN WILIAM:**
 - ▶ Extra 6-9 months growth per yr./200-400% 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)

“STUNNINGLY POWERFUL CONSEQUENCES” (in 1-2 years)

- ▶ Mather Elementary
- ▶ Pueblo Elementary
- ▶ La Cima Middle School
- ▶ New Dorp High School
- ▶ Brawley Elementary School
- ▶ Brockton High School

The best evidence-based practices

“always work...and they work rapidly” (Joyce)

SIMPLE, GUARANTEED PATH TO MASTERY & IMPROVEMENT...?

John Wooden's "eight laws of learning":
explanation, demonstration, imitation

repetition

repetition

repetition

repetition and

repetition.*

(*with feedback)

A SIMPLE PLAN for MOVING FORWARD

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

* Curriculum templates available at:

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

I can: underline/take notes—to argue for or against building more nuclear power plants in US

After nearly 30 years without building a new plant, the U.S. nuclear industry is preparing to build as many as 29 plants over the next several years, representing an investment of up to \$90 billion. There are now more applications pending at the Nuclear Regulatory Commission than at any time since the 1960s. Outside the U.S., nuclear power's renaissance is already well under way. At least 50 plants are under construction in Europe, Africa, and Asia, including four in China alone. "People are starting to say, 'Let's have another look at this,'" said Ian Hore-Lacy of the World Nuclear Association, a trade group.