

**Leadership for Learning
2007:
Closing the
Implementation Gap**

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For a complete copy of these slides and other research, including
"Ten Ways to Improve High School Achievement Right Now" and
"Changing School Culture", please give me your card or call:

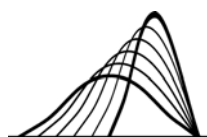
(866) 399-6019, ext. 512

***"It is more important to
hear true things than to
say smart things."***

Pfeffer & Sutton, *Hard Facts*,
2006

The Four Questions

- What's new?
- What's true?
- What can we STOP doing?
- What do we do NOW?

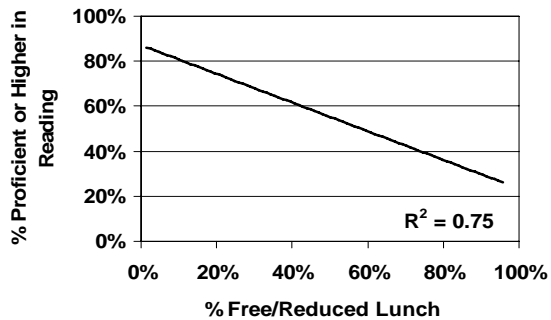


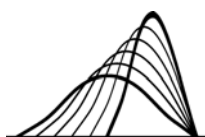
New Evidence for Spring 2007

- Equity Gaps Can Be Closed
- Lessons in Linearity
- Specific Leadership and Teaching Decisions Have Enormous Influence
- It's Our Culture, not *Their* Culture
- Change Barriers
- Change Tools

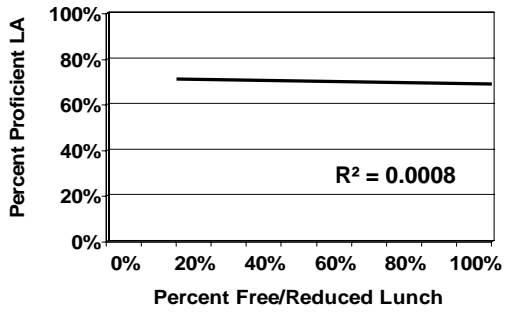
Equity Gaps Can Be Closed

The Typical Scenario





Poverty and Student Achievement



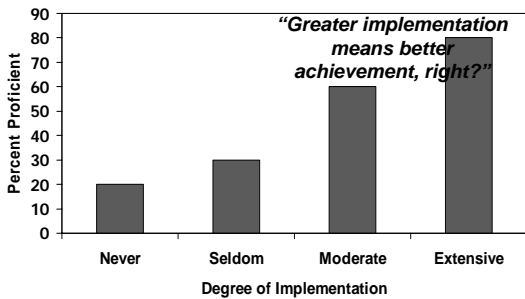
Source: January 2007, Wayne Township School District, Indianapolis, IN

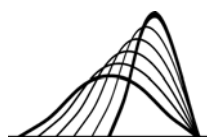
Lessons in Linearity

Or

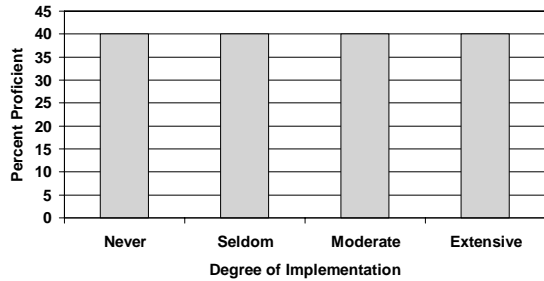
“What if brand name programs are not the answer?”

How We Wish School Improvement Would Work

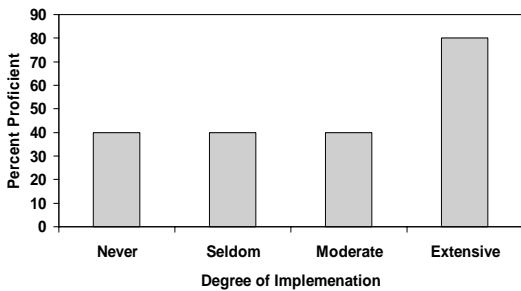




What If the “Program” Is Not The Right Variable?

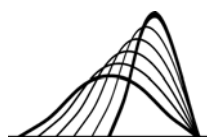


“A Little Bit Better” Does Not Work

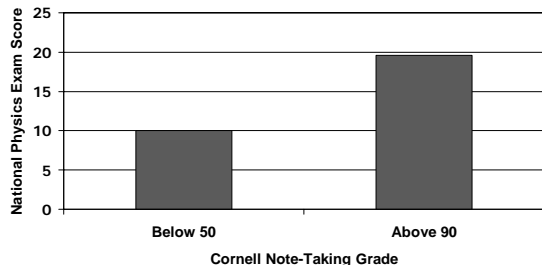


In the real world of the classroom, it’s CRITICAL MASS that matters.
The central message today:

DEEP implementation of a FEW things beats superficial implementation of many things.



Example: Do Cornell Notes Improve the Performance of Physics Students?

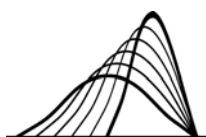


What's New for 2007?

- Latest Evidence on Leadership Maps™
- 129,000+ students from 205 schools
- Synthesis of multiple research sources on teaching, leadership, and organizational effectiveness
- Direct links to student achievement
- Preliminary analysis -- evidence and analysis continues to evolve

The Leadership Map™

- Systematic way of combining analysis of achievement AND implementation of your initiatives by teachers and leaders
- Scores alone are never enough
- The missing link in accountability and leadership is IMPLEMENTATION



Leadership Maps™

Achievement of Results

| | |
|--|--|
| <p>Lucky</p> <p>High Results, Low Understanding of Antecedents</p> <p>Replication of Success Unlikely</p> | <p>Leading</p> <p>High Results, High Understanding of Antecedents</p> <p>Replication of Success Likely</p> |
| <p>Losing</p> <p>Low Results, Low Understanding of Antecedents</p> <p>D'oh!</p> | <p>Learning</p> <p>Low Results, High Understanding of Antecedents</p> <p>Replication of Mistakes Unlikely</p> |

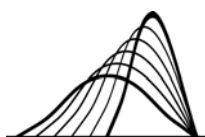
Causes: The Antecedents of Excellence

Leadership Maps™ in Action

- www.LeadAndLearn.com
- 100 Factors synthesized from research – Marzano, Lencioni, Reeves, DuFour, Schmoker, etc.
- Factors are the horizontal axis – degree of implementation
- Student achievement is the vertical axis
- Where is the leadership leverage?

Some Cautionary Notes

- Correlation not causation – NEVER is there ONE cause for ONE effect
- NON-LINEAR relationships –must have DEEP implementation at the 90% level
- Statistical Significance vs. Practical Significance
- 150 analyses – these are only the high points



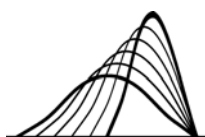
Most Effective Strategies

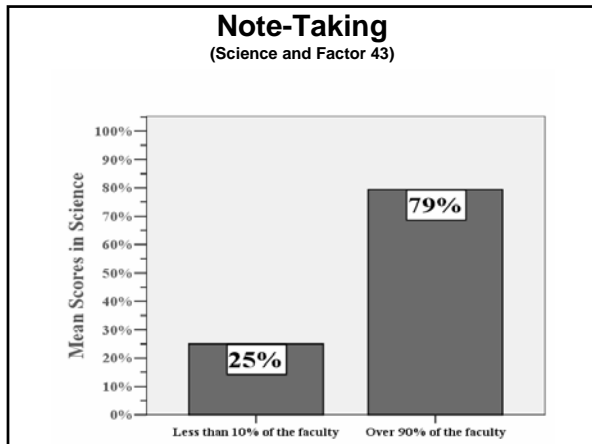
- **WRITING and Note-Taking**
- **RECOGNITION of Achievement**
- **ALIGNMENT of Standards, Curriculum, Instruction, and Assessment**
- **ASSIGNMENT of Teachers Based on Need**

Most Effective Strategies

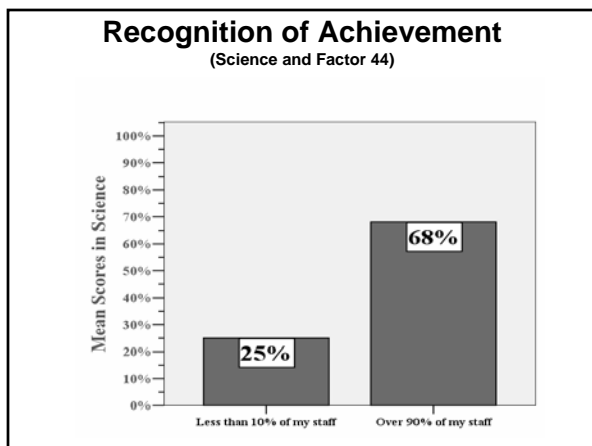
- **DEEP CONTENT ANALYSIS, including big ideas and essential questions**
- **MONITORING that is frequent and visible**
- **INTERDISCIPLINARY assessment**
- **TEACHING STRATEGIES including comparisons and questions**
- **STUDENT ENGAGEMENT**

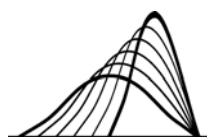
Writing and Note-Taking





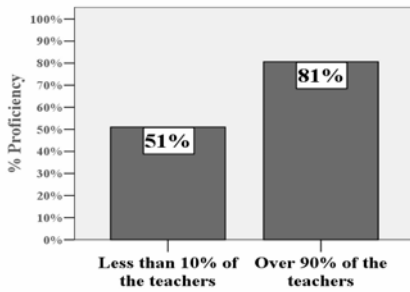
Recognition of Achievement



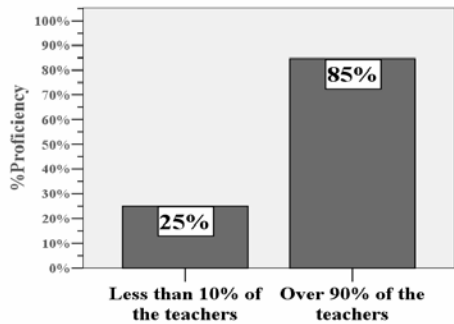


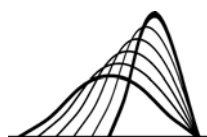
ALIGNMENT of standards, curriculum, instruction, and assessment

Aligned Curriculum, Assessments, Instructions, and Standards (Math and Factor 5)



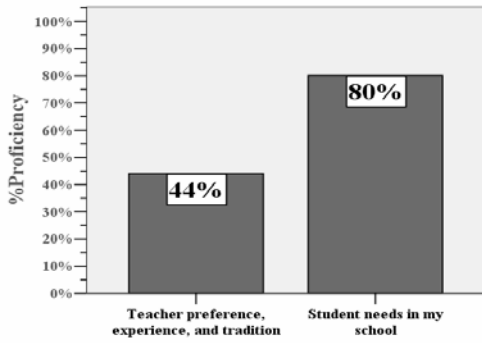
Alignment of Curriculum, Assessment, Instruction, and Standards (Science and Factor 5)



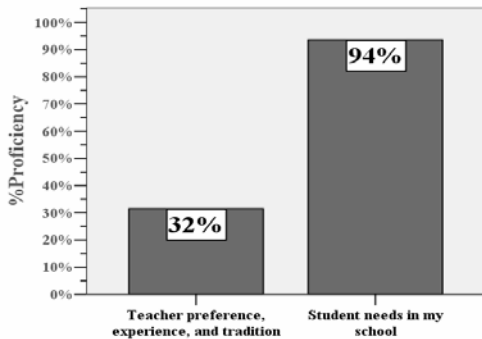


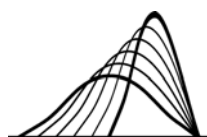
ASSIGNMENT of teachers based on student need

Assignment of Teachers (English and Factor 13)



Assignment of Teachers (Science and Factor 13)

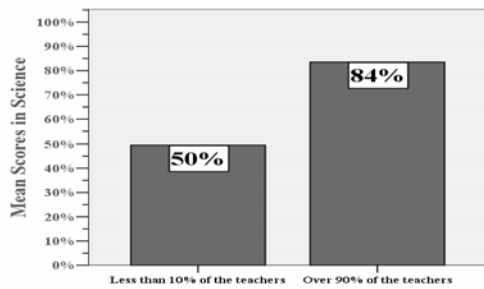




MODELING and MENTORING of instructional strategies

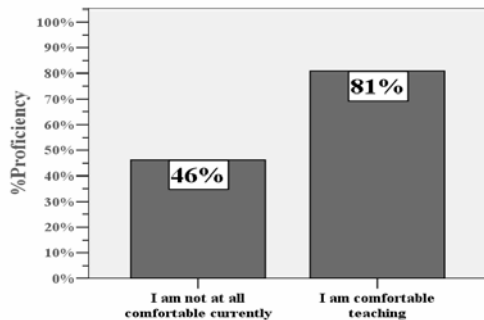
Mentoring and Modeling of Instructional Strategies Weekly

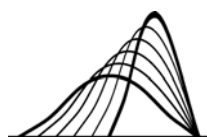
(Science and Factor 14) **



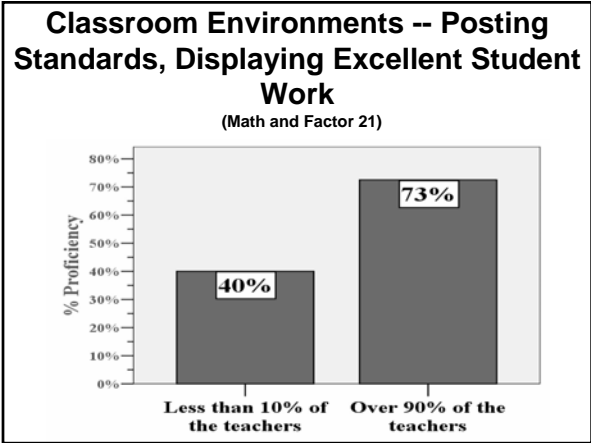
Teaching Essential Questions to the Faculty

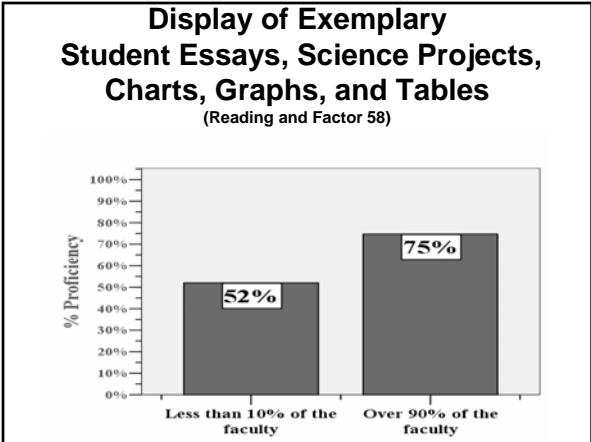
(English and Factor 28)

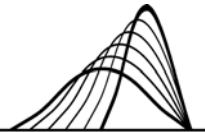




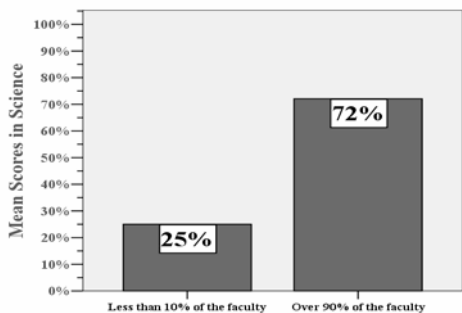
ENGAGING classroom environments





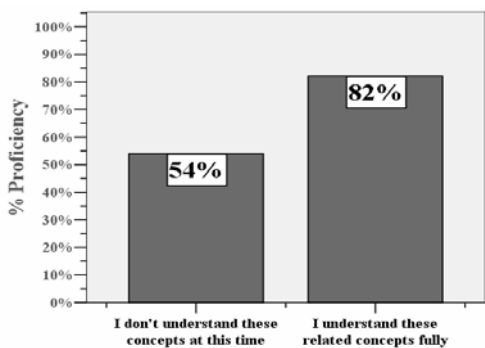


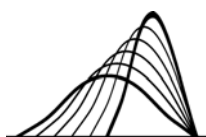
Post Clear Objectives for Every Lesson
(Science and Factor 45)



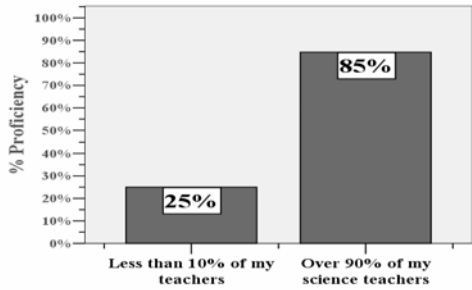
DEEP CONTENT ANALYSIS, including big ideas and essential questions

Big Ideas and Essential Questions
(Factor 29 and English)



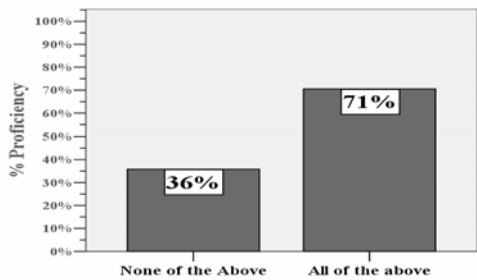


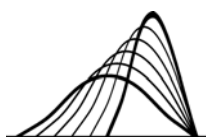
Big Ideas and Essential Questions (Science and Factor 55)



MONITORING that is
frequent and visible

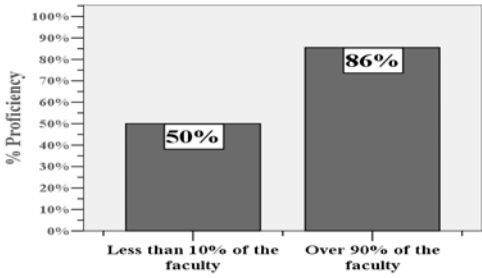
Monitoring, Specific Actions, Timelines, and Methods to Gather Evidence (Math and Factor 100)



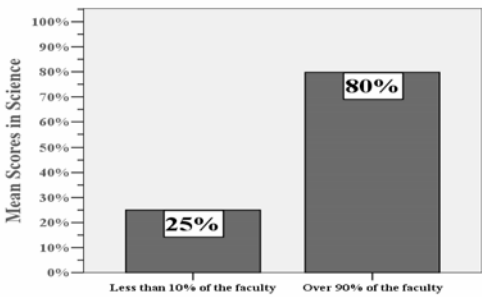


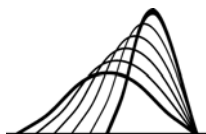
TEACHING STRATEGIES including comparisons and questions

“Doing Marzano” Metaphors, Similes, and Analogies in Daily Practice (Science and Factor 42)



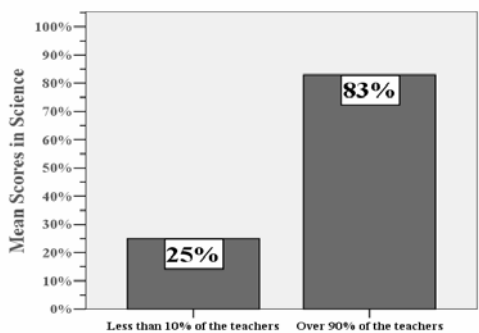
“Doing Marzano” Part II Questions, Cues, Advance Organizers (Science and Factor 47)**





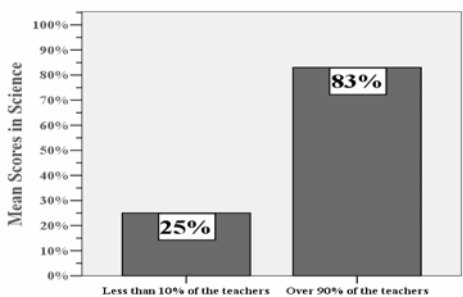
Student Engagement

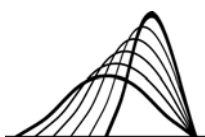
Defined Process to Engage Students (English and Factor 22)



Defined Process to Engage Students

(Science and Factor 22)*

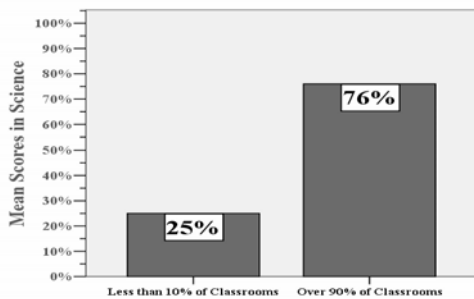




Feedback to Staff and Faculty

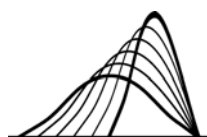
Feedback to Staff and Students is Monitored, Measured, and Analyzed

(Science and Factor 36)



Of course, I could be wrong . . .

- Conduct your own action research
- Create your Leadership Map™
- Vertical Axis - student achievement
- Horizontal Axis - antecedents of excellence
- Choose your quadrant
 - Lucky
 - Losing
 - Learning
 - Leading



The Good News . . . And the Bad

■ Good News:

- Standards, curriculum, and assessment remain the heart of effective classroom instruction
- These are core competencies that exist SOMEWHERE in almost every school system

■ Bad News:

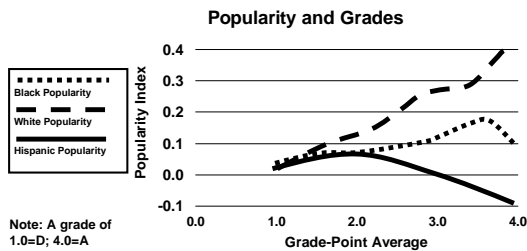
- We are assuming WAY TOO MUCH about the widespread understanding and IMPLEMENTATION of standards and assessment in the classroom
- The general notion of "we've already done standards" is spurious

It's *Their* Culture

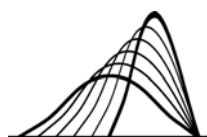
No . . . It's *OUR* Culture

The Culture of Achievement

The popularity of white students increases as their grades increase. For black and Hispanic students, there is a drop off in popularity for those with higher GPAs.



Source: Fryer, R. G. (Winter 2006). *Education Next*. Calculations from National Longitudinal Study of Adolescent Health data.



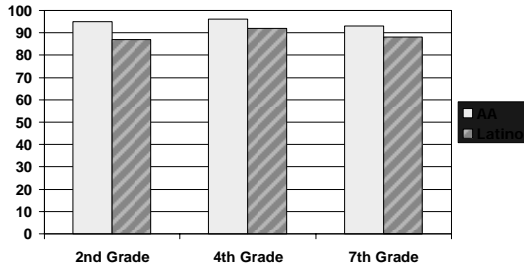
It's Their Fault, Right?

- Students come to school valuing achievement
- In 2nd and 4th grade, the other students that "I want to be like" are high achieving students – boys and girls, Anglo, African-American, and Latino
- By 7th Grade, low-achieving student become the role model

Source: Taylor, April Z and Sandra Graham, "An examination of the relationship between achievement values and perceptions of barriers among Low SES African American and Latino Students," *Journal of Educational Psychology*, February 2007, p. 52-64.

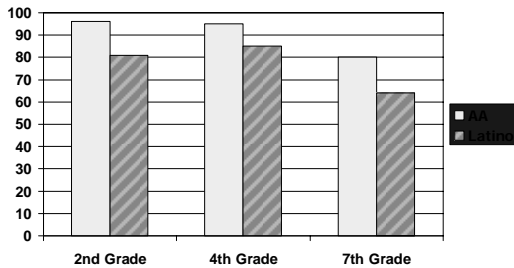
The Culture of Achievement, Revisited

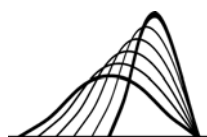
Percentage of High Achieving Students Nominated as Role Models (Girls)



The Culture of Achievement, Revisited

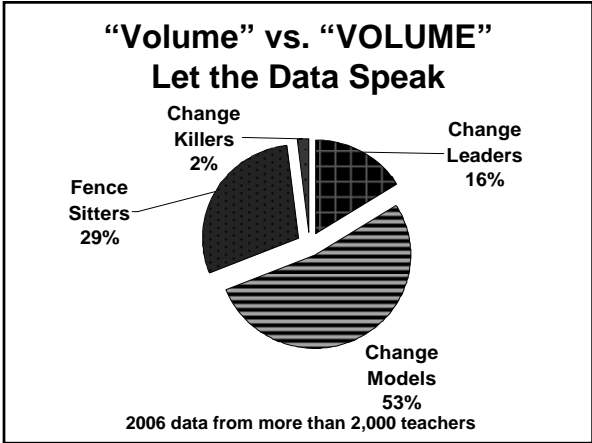
Percentage of High Achieving Students Nominated as Role Models (Boys)



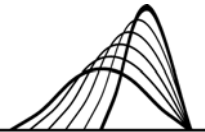


Change Leaders

... And Change Killers



- ### Assessing Your Own Degree of Implementation
- Differentiated professional development
 - Refocus leadership attention:
 - Nurture the champions
 - Appreciate the doers
 - Nudge the fence-sitters
 - Isolate, counsel, and fire the toxic 2%



Change Killers

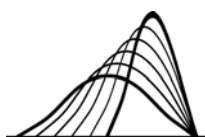
- Toxic Feedback
- Hierarchy
- Blame

An Experiment in Grading Policy

- | | |
|---------------------------|----------------|
| ■ C | Group 1 |
| ■ C | ■ A = 100 |
| ■ MA = Missing Assignment | ■ B = 90 |
| ■ D | ■ C = 80 |
| ■ C | ■ D = 70 |
| ■ B | Group 2 |
| ■ MA = Missing Assignment | ■ A = 4 |
| ■ MA = Missing Assignment | ■ B = 3 |
| ■ B | ■ C = 2 |
| ■ A | ■ D = 1 |

Change Killer #1: Toxic Feedback

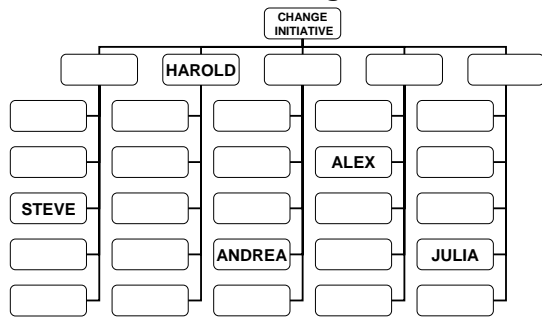
- Feedback to Students – indefensible grading systems
- Feedback to Teachers – “I can tell you what’s wrong in 5 minutes”
- Feedback to Leaders – “Your contract is about to expire – it’s time for your evaluation”



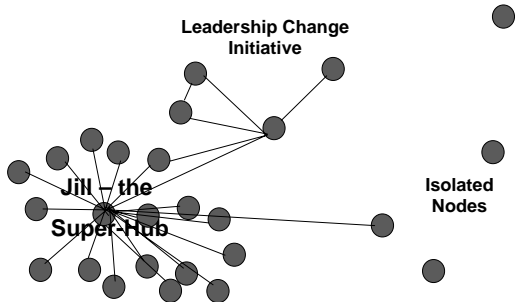
Change Killer #2: Hierarchical Communication

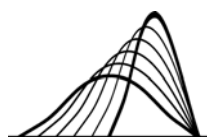
- Networks, not hierarchy
- Nodes, hubs, and superhubs
- If you have a problem with your laptop, whom do you ask for advice?
- If you have a question on teaching and leadership, whom do you ask?

What Are the Assumptions of Hierarchical Change Models?



What's Better Than Hierarchy? NETWORKS

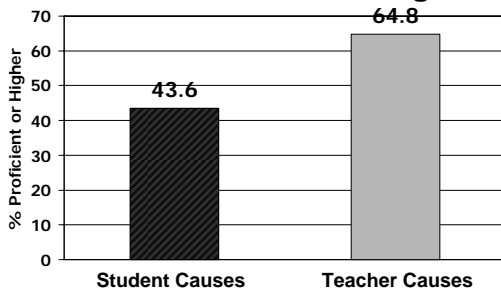




Change Killer #3: Blame

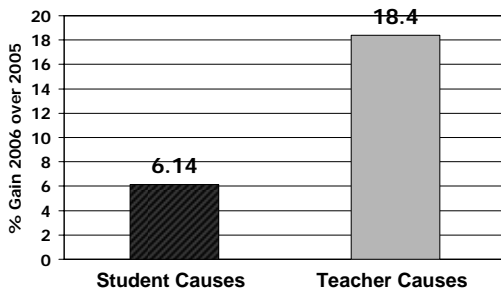
- Ask your colleagues, “*What are the primary causes of student achievement?*”
- This is the INQUIRY variable – one of the most powerful variables in leadership and teaching
- 2006 and 2007 studies of more than 300,000 schools

If You Think That Teachers and Leaders Influence Student Achievement, You Are Right

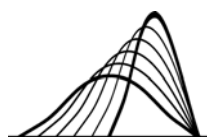


Source: Reeves, D. B. (2006). *The Learning Leader*. ASCD.

Your Expectations of Your Professional Efficacy and GAINS



Source: Reeves, D. B. (2007, in press) *Framework for Teacher Leadership*.



Tools for Effective Change

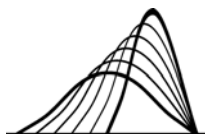
- **PIM™** – Planning, Implementation, and Monitoring
- **Leadership Maps™**
- **Differentiated Professional Development**
- **Holistic Accountability**

Tool #1 for Effective Change PIM™ – Planning, Implementation, and Monitoring

- *Double-blind rubric for assessing school plan quality*
- *Differentiate between format and effectiveness*
- *Validate the work of teachers and leaders*

PIM™ Effectiveness:

- **Independent study after three years of PIM™ – “Even after controlling for demographic factors, high PIM™ scores are consistently associated with gains in student achievement. In particular, school plans with specific and measurable goals for both student and adult performance, with regular monitoring and feedback, are strongly associated with improved student results.”**



Tool #2 for Effective Change Leadership Maps™

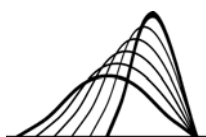
- Focus on the degree of implementation
- Map every school and central office department
- Track progress DURING THE YEAR – not just after test scores come out
- Horizontal precedes vertical – leadership actions precede student achievement

Tool #3 for Effective Change Differentiated Professional Development

- Conduct 4,3,2,1 analysis
 - 4 – “I will lead this initiative and teach my colleagues”
 - 3 – “I will model it in my classroom”
 - 2 – “I know about it, but don’t use it”
 - 1 – “I am not familiar with it”
- Build capacity with the 4’s and 3’s
- Monitor implementation for the 2’s and 1’s

Tool #4 for Effective Change Holistic Accountability

- “Science Fair for Adults”
- The single best spur to professional conversations around specific teaching and leadership practices
- Remove the excuses
- Local evidence trumps outside experts



Questions and Discussion

*For a complete set of slides, please
give me your business card.*

Thanks!

Douglas B. Reeves, Ph.D.

www.MakingStandardsWork.com

(866) 399-6019, ext. 512



