GLAM Network Meeting

June 3, 2019

David J. Ruff, Executive Director
Outcomes

- Understand the philosophical beliefs that support proficiency-based learning
- Understand a curricular, instruction, and assessment framework for proficiency-based learning
- Understand a set of key and effective instructional strategies focused on proficiency-based learning
Agenda

Who is GSP?

Placing this Work in Context

Beliefs and Practices of Proficiency-Based Learning

Framework for Proficiency-Based Learning

Learning and Assessment Pathways

Elements of Effective Instruction

Final Questions and Thoughts
is a nonprofit school-support organization working to redesign public education and improve learning for all students.
We believe in equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship.
GSP believes educational equity means ensuring just outcomes for each student, raising marginalized voices, and challenging the imbalance of power and privilege.
WHY PROFICIENCY-BASED LEARNING?
our students achieve equitable educational outcomes when...educators disrupt inequitable practices that promote achievement disparity
our students achieve equitable educational outcomes when...

all demographic groups receive equitable treatment

BECAUSE...

BECAUSE...

our students achieve equitable educational outcomes when...

schools maintain physically, socially, and emotionally safe learning environments

our students are empowered when they know the goals and can take charge of their learning.
our students deserve work that is challenging, complex and authentic.
BECAUSE...

our students deserve responsive classrooms and schools.
BECAUSE...

personalization and multiple pathways support equitable outcomes.
BECAUSE... so many standards

Robert Marzano pointed out that at one time there were 3,500 performance indicators across 14 content areas K-12.
“You would have to change schooling from K-12 to K-22. The sheer number of standards is the biggest impediment to implementing standards.”

— Robert Marzano (2001)
As his parent, what would you advise Sebastian to do during senior year based on his 11th grade ELA performance?

<table>
<thead>
<tr>
<th>ELA</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>73</td>
</tr>
<tr>
<td>Q2</td>
<td>70</td>
</tr>
<tr>
<td>Q3</td>
<td>70</td>
</tr>
<tr>
<td>Q4</td>
<td>68</td>
</tr>
<tr>
<td>Final</td>
<td>70.25</td>
</tr>
<tr>
<td>Skill</td>
<td>Status</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Comprehend complex literary and informational texts.</td>
<td>Meets</td>
</tr>
<tr>
<td>Interpret complex literary and informational texts.</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>Write clear and coherent arguments.</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>Produce clear and coherent informative and narrative writing.</td>
<td>Meets</td>
</tr>
<tr>
<td>Develop and strengthen writing.</td>
<td>Meets</td>
</tr>
<tr>
<td>Conduct research projects.</td>
<td>Incomplete</td>
</tr>
<tr>
<td>Initiate and participate effectively in a range of discussions.</td>
<td>Meets</td>
</tr>
<tr>
<td>Present information and supporting evidence, conveying a clear perspective.</td>
<td>Meets</td>
</tr>
</tbody>
</table>

As his parent, what would you advise Sebastian to do during senior year based on his 11th grade ELA performance?
Shifting Concepts

What needs to stop?

What remains the same?

What do we need to improve?
Proficiency + Personalization = Equity
PROFICIENCY-BASED LEARNING

Is not a stand-alone intervention
Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature.
GLOBAL BEST PRACTICES
2ND EDITION

An Internationally Benchmarked Self-Assessment Tool for Secondary Learning
3.4 MORAL COURAGE

SCHOOL LEADERSHIP

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING
The school culture is largely characterized by complacency and a “don’t rock the boat” mentality, and many important decisions are made in the effort to sidestep potential resistance or pushback from staff and parents. There are no formal structures or processes in place to examine student data, achievement gaps, or equity issues at the classroom, team, or school level, largely due to a desire to avoid singling out a specific teacher, student group, or department. The principal and other school leaders routinely avoid confrontation or discussions about persistent issues, and poor student-performance results are not openly or honestly discussed with individual teachers. Poor scores on state assessments and other unflattering data may be hidden, excused, or minimized. Inappropriate and unprofessional behavior is often tolerated, which has eroded trust and collegiality among the staff. The school culture remains largely resistant to self-reflection, and the belief that “we’re doing good enough” persists despite evidence that too many students are failing to succeed or graduate.

3 DEVELOPING
The superintendent, principal, and leadership team have developed a strategic plan for confronting challenges that may arise in response to school-improvement efforts. Decisions are increasingly guided by identified student needs, research on school effectiveness, and sound principles—not by a fear of confrontation, resistance, or possible failure. The school community is no longer making excuses for poor student scores or other unfavorable data, but is taking steps to identify the root causes and undertake strategic actions to address the issues. Administrators, teachers, and other staff have collaboratively developed standards and norms for professional behavior and interactions, although unprofessional behavior by some individuals continues to go unaddressed by administrators and colleagues. The school’s action plan is bold and ambitious, but the principal and leadership team have been unwilling to advocate for key elements with important constituents—including the superintendent and school board—even though the strategies are in the best interest of their students.

5 PERFORMING
The principal, administrators, and teacher-leaders skillfully handle contentious issues and defend equitable ideals and practices—even in the face of actual or potential attacks—that promote positive learning outcomes for all students and decrease achievement gaps. Good intentions and well-laid plans are not undone by careless words or actions, but they are achieved through collaboration, professionalism, and goal-driven moral courage. Each faculty member assumes personal responsibility for addressing interpersonal issues before they turn into problems. School leaders are self-reflective, process concerns and conflicts openly, and move the collective dialogue beyond personal issues and interests. School faculty and staff advocate for the school’s improvement work within the community, and the principal and leadership team work closely with the superintendent and school board to advance critical policies that support a student-centered academic program. When difficult situations arise, the principal proactively communicates with staff, students, parents, and the larger community to minimize the spread of misinformation, including reaching out to school board and local media. In general, challenges are not avoided or postponed, but embraced by administrators, faculty, and staff.

STEP 4 >> SCORE YOUR SCHOOL
Place an X on the scale below to indicate your school’s performance in this dimension.

1 2 3 4 5
□ □ □ □ □
NOT AddressED INITIATING DEVELOPING PERFORMING
Beliefs and Practices of Proficiency-Based Learning

As schools work to achieve more equitable outcomes for all students, the movement to adopt proficiency-based approaches to teaching, learning, and graduating has gained momentum as a lever for change. By focusing on proficiency-based practices, such as prioritizing the most essential knowledge and skills, providing rigorous and engaging learning experiences aligned to clear outcomes, and ensuring that all students have access and supports to reach the standards, schools graduate students better prepared for college, career, and civic life.

Beliefs are inextricable from practices, and both are essential for implementing effective and equitable proficiency-based systems. The practices identify core activities to support proficiency, but without these foundational beliefs, the practices alone will not necessarily create more equitable outcomes for all students.

LEARNING ENVIRONMENT

**Belief 1:** All students can and will learn when they feel included, respected, and valued by their learning community.

A. Students are known as individuals and learners, and they are supported in developing positive relationships with each other and with adults in the learning community.

B. The curriculum, classrooms, and structures of the school recognize and honor student identities and interests.

C. The district and school communities have systems and structures that engage and include all students, families, and the broader community in meaningful ways.

D. The district and school actively work to uncover and eliminate systemic inequities based on demographic
Learning Environment

Belief 1

All students can and will learn when they feel included, respected, and valued by their learning community.
Outcomes

Belief 2

All students must be challenged, believed in, and supported to reach common, high expectations.
Assessment + Feedback

Belief 3

Student learning is enhanced by clear cycles of practice, feedback, assessment, and reflection.
Learning Pathways

Belief 4

Students are empowered and engaged by choice in their learning experiences.
Silently read and underline a key sentence, phrase, and a word.

In groups of three, talk through three rounds sharing first your sentence, then your phrase, and then your word.

Overall conversation
## Framework for Proficiency-Based Learning Graphic

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Communication of Progress</th>
<th>Assessment Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES</strong></td>
<td>Transcripts, Report Cards, Grades</td>
<td>Students demonstrate proficiency in each graduation competency. Verification of proficiency happens over time through multiple and varied methods.</td>
</tr>
<tr>
<td></td>
<td><strong>Graduation Competencies</strong></td>
<td>3–6 cross-curricular, 3–6 in each content area Essential, enduring, and transferable skills and knowledge.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students advance their learning on performance indicators through formative assessments and create evidence of proficiency through summative assessments.</td>
</tr>
<tr>
<td><strong>NO</strong></td>
<td>Formative and Summative Feedback</td>
<td>Students build their knowledge and skills through practice on learning targets and feedback from formative assessments.</td>
</tr>
<tr>
<td></td>
<td><strong>Performance Indicators</strong></td>
<td>5–8 per competency Measurable skills and knowledge that comprise a graduation competency.</td>
</tr>
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<td></td>
<td></td>
<td>Students advance their learning on performance indicators through formative assessments and create evidence of proficiency through summative assessments.</td>
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<td><strong>NO</strong></td>
<td>Formative Feedback</td>
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</tr>
<tr>
<td></td>
<td><strong>Learning Targets</strong></td>
<td>The discrete elements of each performance indicator that guide daily learning.</td>
</tr>
</tbody>
</table>

2018. This work by Great Schools Partnership is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
A Graduation Competency...

Is a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.
A Performance Indicator…

Describes or defines what students need to know and be able to do to demonstrate mastery of a graduation standard.
A Performance Indicator...

Is measurable.
A Performance Indicator…

Enables students to demonstrate their performance over time.
A Performance Indicator...

Is aggregated with other performance indicators to demonstrate when a student has met a graduation standard.
### GRADUATION PROFICIENCIES

#### 1. MODELING

Use mathematics to help make sense of the real world: identify variables, formulate a model describing the relationship between the variables, interpret results, and validate and report conclusions and the reasoning behind them.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS — ELEMENTARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Model numeric situations.</td>
</tr>
<tr>
<td>b. Model physical objects with geometric shapes.</td>
</tr>
<tr>
<td>c. Model situations with equations.</td>
</tr>
<tr>
<td>d. Model data.</td>
</tr>
<tr>
<td>e. Compare models for a situation.</td>
</tr>
<tr>
<td>f. Interpret the results of applying the model in the contest of the situation.</td>
</tr>
<tr>
<td><strong>GRADUATION PROFICIENCIES</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>1. MODELING</strong></td>
</tr>
</tbody>
</table>
| Use mathematics to help make sense of the real world: identify variables, formulate a model describing the relationship between the variables, interpret results, and validate and report conclusions and the reasoning behind them. | a. Model numeric situations.  
 b. Model physical objects with geometric shapes.  
 c. Model situations with equations, inequalities and functions.  
 d. Model situations with common functions.  
 e. Model data with statistics.  
 f. Compare models for a situation.  
 g. Interpret the results of applying the model in the contest of the situation. |
<table>
<thead>
<tr>
<th>GRADUATION PROFICIENCIES</th>
<th>PERFORMANCE INDICATORS—HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. MODELING</strong></td>
<td>a. Model numeric situations. (CCSS HSN.Q.A)</td>
</tr>
<tr>
<td></td>
<td>b. Model physical objects with geometric shapes. (CCSS HSG.SRT.C8, GPE.B7 ,GMD.A3 ,MG)</td>
</tr>
<tr>
<td></td>
<td>c. Model situations with equations, inequalities and functions. (CCSS HSA.SSE.1,3,4, A.CED, REI.D.11)</td>
</tr>
<tr>
<td></td>
<td>d. Model situations with common functions. (CCSS HSF.IF.B, F.IF.C.7, BF.A, LE.A-B, TF.B.5,7)</td>
</tr>
<tr>
<td></td>
<td>e. Model data with statistics. (CCSS HSS)</td>
</tr>
<tr>
<td></td>
<td>f. Compare models for a situation.</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Use mathematics to help make sense of the real world: identify variables, formulate a model describing the relationship between the variables, interpret results, and validate and report conclusions and the reasoning behind them.
Learning Targets...

Are the component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.
Transcripts, Report Cards, Grades
Formative Feedback
Performance Indicators
5–8 per competency
Measurable skills and knowledge that comprise a graduation competency.

Graduation Competencies
3–6 cross-curricular
3–6 in each content area
Essential, enduring, and transferable skills and knowledge.

Students demonstrate proficiency in each graduation competency. Verification of proficiency happens over time through multiple and varied methods.

Students advance their learning on performance indicators through formative assessments and create evidence of proficiency through summative assessments.

Students build their knowledge and skills through practice on learning targets and feedback from formative assessments.

Communication of Progress
Graduation Requirement: YES
Transcripts, Report Cards, Grades

Communication of Progress
Graduation Requirement: NO
Formative and Summative Feedback

Communication of Progress
Graduation Requirement: NO
Formative Feedback

Learning Targets
The discrete elements of each performance indicator that guide daily learning.
TURN + TALK

What excites you?
What puzzles you?
What concerns you?
These pathways represent the flexibility and choice possible in a proficiency-based learning system focused on producing equitable outcomes for all students. Common scoring criteria define levels of performance and establish a rigorous, shared definition of proficiency for all students. These common scoring criteria allow for choice in instruction and assessment practices, while also producing comparable results. When designing learning experiences and assessments, schools, teachers, and students should blend these pathways for each learner and in every learning environment to ensure that all students meet common outcomes.

Pathway 5 is applicable when learning outcomes are unique to a particular student. This allows for worthwhile, although not comparable, learning results.
Crafting Scoring Criteria:  
Design Guide- 5 Components

Scoring criteria:

• Are task neutral

• Are aligned with the level of cognitive demand in the Performance Indicator

• Include all elements of the Performance Indicator

• Describe complexity rather than frequency

• Focus on what students can do rather than deficiencies
Avoid Terms
Focused on Frequency

- Frequently
- Reliably
- Rarely
- Never
Use Terms
Focused on Cognitive Demand

- Create
- Explain
- Recognize
- Describe
### Designing Scoring Criteria

**Sample**

<table>
<thead>
<tr>
<th></th>
<th>Describe</th>
<th>Recognize</th>
<th>Explain</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can describe linear and exponential functions as increasing/growth or decreasing/decay.</td>
<td>I can recognize how a linear or exponential function must change for a particular problem.</td>
<td>I can explain the starting value and the change factor for a linear and exponential function.</td>
<td>I can create models for real world problems in terms of linear and exponential functions</td>
</tr>
</tbody>
</table>

**Describe**

**Recognize**

**Explain**

**Create**
## Rubric for Summative Assessment

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1)</td>
<td>Student is able to locate an element on the periodic table</td>
<td>Student is able to locate an element on the periodic table, identify its basic properties, and determine the number of electrons in the outermost energy level.</td>
<td>Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Student is able to describe the relationship between the pattern of electrons and other characteristics of that element.</td>
<td>Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.</td>
</tr>
<tr>
<td>Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron state of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS-1-2)</td>
<td>Student is able to determine the outcome of a simple chemical reaction.</td>
<td>Student is able to determine the outcome of a simple chemical reaction and explain it in relation to the element’s location on the periodic table</td>
<td>Student is able to use their knowledge of the periodic table to predict the outcome of simple chemical reactions. Student is able to explain the outcomes by explicitly referencing the periodic table and its inherent patterns.</td>
<td>Student is able to compare the results of different chemical reactions and explain the differences in outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and properties of reactants.</td>
</tr>
<tr>
<td>B. Use evidence and logic appropriately in communication</td>
<td>Recognize ideas, concepts, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.</td>
<td>Student includes information from several sources and analyzes or compares the information from these sources.</td>
<td>Analyze and integrate carefully selected evidence from diverse sources and incorporate the relevant pieces into the finished work, analyzing or comparing the information from these sources</td>
<td>Apply evidence in a novel or unfamiliar situation to design a model or solution.</td>
</tr>
<tr>
<td>Performance Indicator</td>
<td>Emerging</td>
<td>Developing</td>
<td>Accomplished</td>
<td>Exemplary</td>
</tr>
<tr>
<td>-----------------------</td>
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<td></td>
<td>Student is able to locate an element on the periodic table.</td>
<td>Student is able to use the periodic table to accurately predict relative physical and chemical properties.</td>
<td>Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.</td>
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<td>Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron state of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS-1-2)</td>
<td></td>
<td>Student is able to determine the outcome of the reaction.</td>
<td>Student is able to use their knowledge of the periodic table to predict the outcome of simple reactions.</td>
<td>Student is able to compare the results of different chemical reactions and explain the differences in outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and properties of reactants.</td>
</tr>
<tr>
<td>B. Use evidence and logic appropriately in communication</td>
<td>Recognize ideas, concepts, problems, or values, perspectives, or viewpoints relevant to generate a clear claim.</td>
<td>Student includes information from selected evidence from diverse sources.</td>
<td>Analyze and integrate carefully selected evidence from diverse sources.</td>
<td>Apply evidence in a novel or unfamiliar situation to design a model or solution.</td>
</tr>
</tbody>
</table>
Alignment in a Traditional Model

Cognitive Demand

Intention

Standards
Instruction+ Feedback
Assessment
Scoring
Alignment in a Traditional Model
Alignment in a **Proficiency-Based** Model

- **Cognitive Demand**
- **Standards**
- **Assessment Design**
- **Demonstration**
- **Scoring Criteria**
- **Instruction + Feedback**
- **Scoring**
Elements of Effective Instruction

- Learning Environment
- Varied Content, Materials, + Methods
- Complex Thinking + Transfer
- Practice + Feedback
- Clear, Shared Outcomes
- Learning Environment

Student Engagement
GLAM Network Meeting
Afternoon

June 3, 2019
David J. Ruff, Executive Director
Outcomes

- Understand how this work could be implemented in your districts.
- Gain an understanding of similar efforts in other areas of the country.
- Understand the benefit for students.
Agenda

Follow-up Questions

Technical vs Adaptive Change

How Can We Get Started?

Lessons Learned

Ongoing Debates

Key Success

Questions and Answers
## TECHNICAL VS ADAPTIVE

<table>
<thead>
<tr>
<th>Situation</th>
<th>Problem Definition</th>
<th>Solution</th>
<th>Responsible Person</th>
<th>Work</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type I: Broken Bone</strong></td>
<td>Clear</td>
<td>Clear</td>
<td>Expert</td>
<td>Technical</td>
<td>Expert takes x-ray of client</td>
</tr>
<tr>
<td><strong>Type II: High Blood Pressure</strong></td>
<td>Clear</td>
<td>Requires Learning</td>
<td>Expert and Client</td>
<td>Technical and Adaptive</td>
<td>Client logs BP readings; Expert prescribes BP medicine</td>
</tr>
<tr>
<td><strong>Type III: Migraine</strong></td>
<td>Requires Learning</td>
<td>Requires Learning</td>
<td>Client</td>
<td>Adaptive</td>
<td>Client uses APP to track behaviors that lead to symptoms</td>
</tr>
</tbody>
</table>

— Ronald Heifetz, Leadership with Easy Answers, pp. 74-75 https://blogs.harvard.edu/michaellaw/2013/10/06/leadership-distinguishing-adaptive-from-technical-work/
Getting Started

**Practice**

Explore current system and possibilities
How could a proficiency-based system help us provide timely supports to our students and verify the skills of our graduates?

Create graduation competencies
What are the essential skills and knowledge that we want all graduates to have?

Map curriculum
How can we ensure student work aligns with the performance indicators we hope to teach?

**Policy**

Review existing polices
How might we change our policies to support proficiency-based practices?

Engage School Board
How can we develop conceptual understanding among the Board and provide answers for their questions?

**Community Engagement**

Engage the external community
How might we engage students, parents, and the public in the PBL journey? What are ways for them to participate in the development of a reporting system?

Engage the internal community
How might we engage principals, faculty, and staff in the PBL journey? What resources do they need to understand the concept?
Explore Current System & Possibilities

- Global Best Practices
- Steps to Building a Proficiency-Based Learning System
# Create Graduation Standards

- **Design Guide** to Developing Graduation Competencies
- **Design Guide** to Developing Performance Indicators
- **Design Guide** to Developing Scoring Criteria
- **Implementing Transferrable Skills**

## Criteria

### Alignment

To what extent do the statements align with and describe the essential skills within the relevant graduation standard?

<table>
<thead>
<tr>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Individually, define knowledge and skills which are not essential to the graduation standard; • Taken together, the indicators fail to define the essential skills and knowledge within the graduation standard.</td>
<td>• Use precise, descriptive language to define the essential skills and knowledge that demonstrate proficiency in the graduation standard; • Taken together, the indicators define the essential skills and knowledge within the graduation standard.</td>
</tr>
</tbody>
</table>
Map Curriculum

- Building Proficiency Systems
- Elements of Effective Instruction
Review Existing Policies

- District and school policy checklist
- Example graduation requirements district policy
- Example academic recognition policy
- Example academic eligibility for co-curricular activities policy

District and School Policy Checklist

*Implementing Proficiency-Based Systems and Graduation Requirements*

1. Graduation Requirements (Policy File IKF)
2. Multiple Pathways (Policy File IKFF)
3. Academic Recognition: Latin Honors and Grade Point Averages (Policy File IKD)
Beliefs and Practices of Proficiency-Based Learning

LEARNING ENVIRONMENT

Belief 1: All students can and will learn when they feel included, respected, and valued by their learning community.

A. Students are known as individuals and learners, and they are supported in developing positive relationships with each other and with adults in the learning community.

B. The curriculum, classrooms, and structures of the school recognize and honor student identities and interests.
Engage the External Community

- College Admissions
- NCAA Eligibility
- Engagement vs Marketing

### Moving Toward Equity

<table>
<thead>
<tr>
<th>Providing Information</th>
<th>Encouraging Involvement</th>
<th>Sharing Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and school administrators provide basic and expected information to students, families, and other community members at regular intervals.</td>
<td>In addition to providing information, teachers and school administrators actively seek out feedback and input from students, families, and other community members.</td>
<td>In addition to providing information and encouraging involvement, teachers and school administrators also use resources to engage equitably with all members of the school community when making decisions that affect the community.</td>
</tr>
</tbody>
</table>
Engaging the Internal Community

- **Global Best Practices**
- **Elements of Effective Instruction**
- **Elements of Effective Instruction Self-Assessment**
- **Research Evidence**

**Example:**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Your Present Level</th>
<th>Evidence and Data</th>
</tr>
</thead>
</table>
| My classroom has clear routines and procedures. Every student can explain what is expected, when, and why. | Initiating | Evidence:  
- Warm up/do now routine  
- Exit tickets  
- Handout folders |
|                                                                         | Developing        | Data:  
- All students on task within first 5 mins of class  
- Data from exit tickets that informs the next class |
|                                                                         | Demonstrating     |                                                   |
|                                                                         | Refining          |                                                   |

- 3
Lessons Learned

- “Whole” school commitment
- “Whole” region commitment
- Results are limited without changes in instruction
- Assessment matters—but evidence matters more
- Technology is crucial but isn’t a driver
- Pace is not personalization
- Be cautious about leading with grade reporting
- Engage every constituency—teachers, students, parents, and the broader community
Ongoing Debates

- How many standards does a student need to demonstrate to graduate?
- How does this impact special education?
- How does this impact ELLs?
- How should we reframe attendance policies?
- What data system works best?
- How should we aggregate scores?
- Is pace really personalization?
Key Successes

- The graduation gap is narrowing—especially the six year rate
- Teacher angst is decreasing
- Teacher assessment-literacy is increasing
- Organizational designs are shifting
- Doomsday forecasts are not occurring for graduation rates or college acceptance rates
- Higher Education and the NCAA are on board
THANK YOU

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