



Lead!

2018 FEA/NJPSA/NJASCD Fall Conference

Connected Action Roadmap

Strengthening Teaching, Leading and Learning

Fullan: The Wrong Drivers for Whole System Reform

Wrong Drivers:

1. Accountability :**New standards/New Assessment**
2. Focus on the quality of the individual teacher and leader – **New evaluation system**
3. Technology drives pedagogy
4. **Fragmented** strategies

Right Drivers:

1. Capacity building with a **focus on the learning, instruction and assessment nexus**
2. **Teamwork**
3. **Pedagogy** drives the use of technology
4. **Systemic** strategies

Moving from Reforms to Refocus

- Less focus on state tests and a **refocus on local curriculum, instruction and assessment**
- Less focus on assessment for achieving equity and a **refocus on quality and equitable curriculum**
- Less focus on outcomes and a **refocus on providing tools and resources that will improve outcomes**
- Less focus on mandated changes and a **refocus on improving schools from within by returning ownership for practice to educators**

CAR WILL Challenge our Assumptions

**E
XAM
INE YOUR
ASSUMPTIONS!**

Deeply held beliefs, often unspoken, that drive how a person thinks, acts, and speaks

Begin challenging your own assumptions. Your assumptions are your windows on the world. Scrub them off every once in awhile, or the light won't come in.

Alan Alda

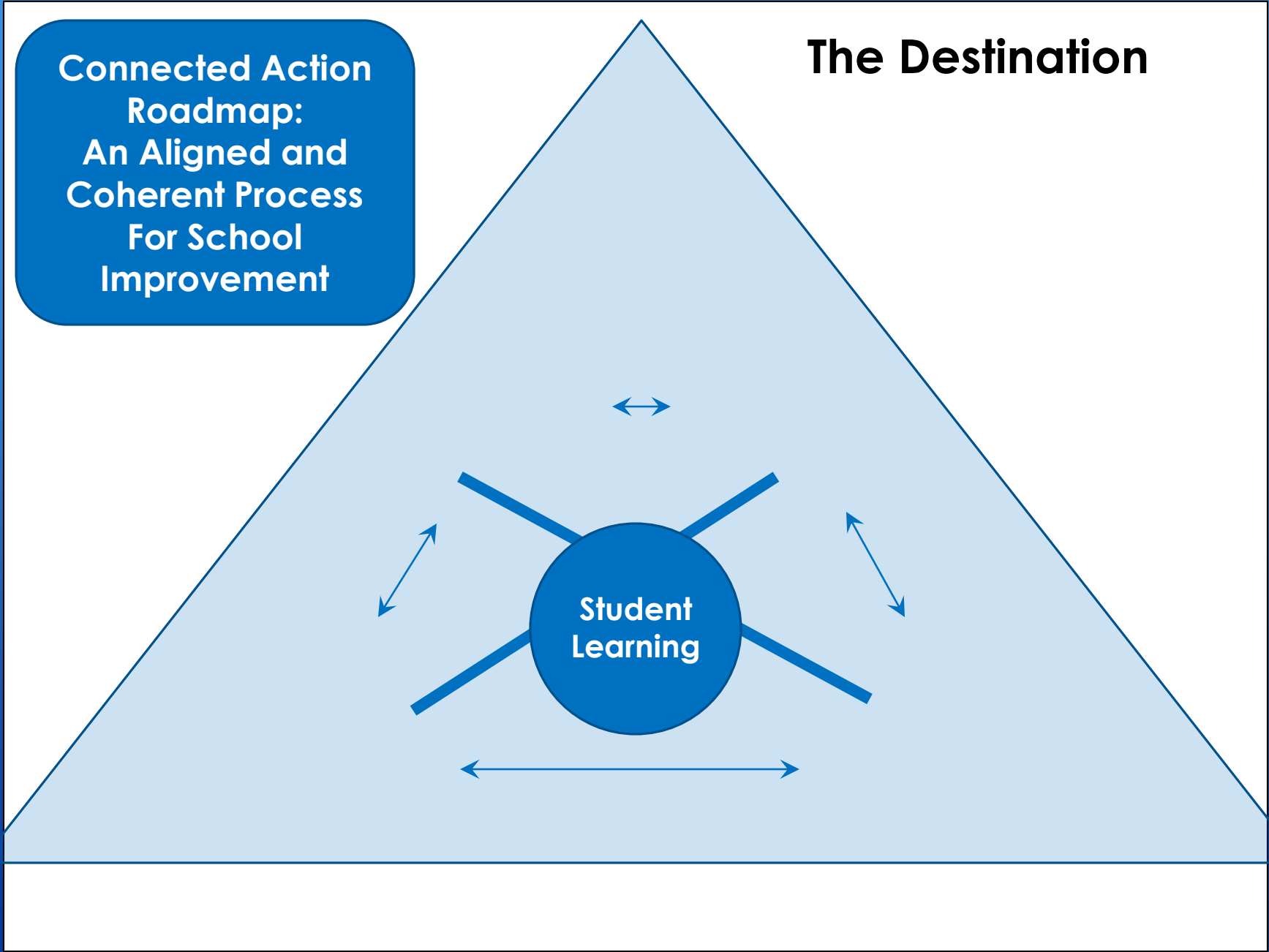
Checking Our Assumptions

- Individually read the 9 assumptions listed in “Common Assumptions for the Instructional Cycle and Professional Learning.”
- Choose two that resonate with you. How do you see these assumptions playing out in your school(s)?
- Do they need to be challenged? Why?
- Share your thinking with a colleague.

HANDOUT

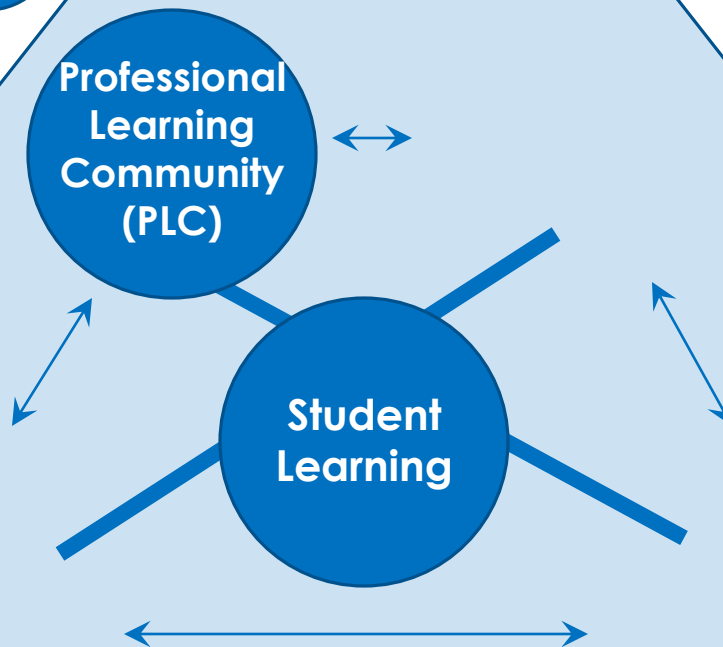
**Connected Action
Roadmap:
An Aligned and
Coherent Process
For School
Improvement**

The Destination



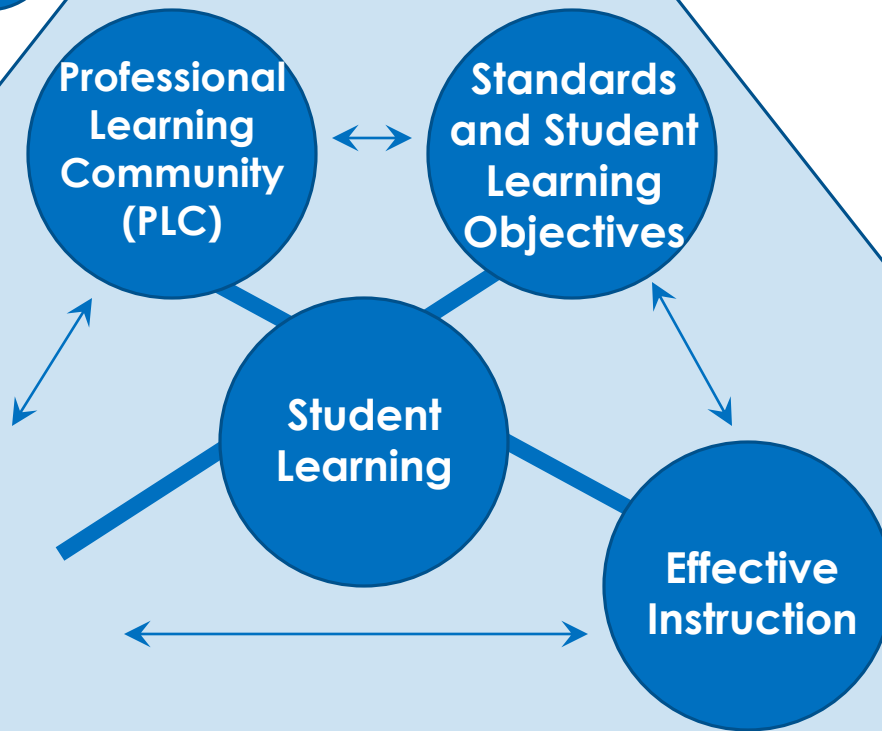
**Connected Action
Roadmap:
An Aligned and
Coherent Process
For School
Improvement**

The Vehicle



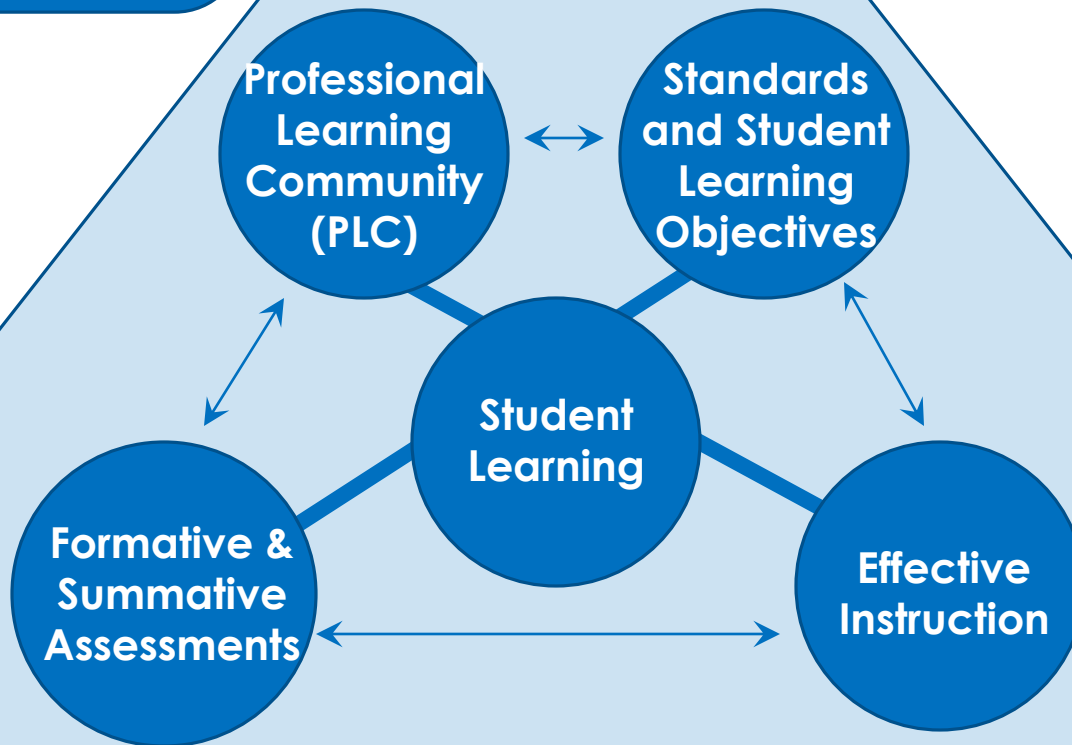
**Connected Action
Roadmap:
An Aligned and
Coherent Process
For School
Improvement**

The Map



**Connected Action
Roadmap:
An Aligned and
Coherent Process
For School
Improvement**

The Guideposts

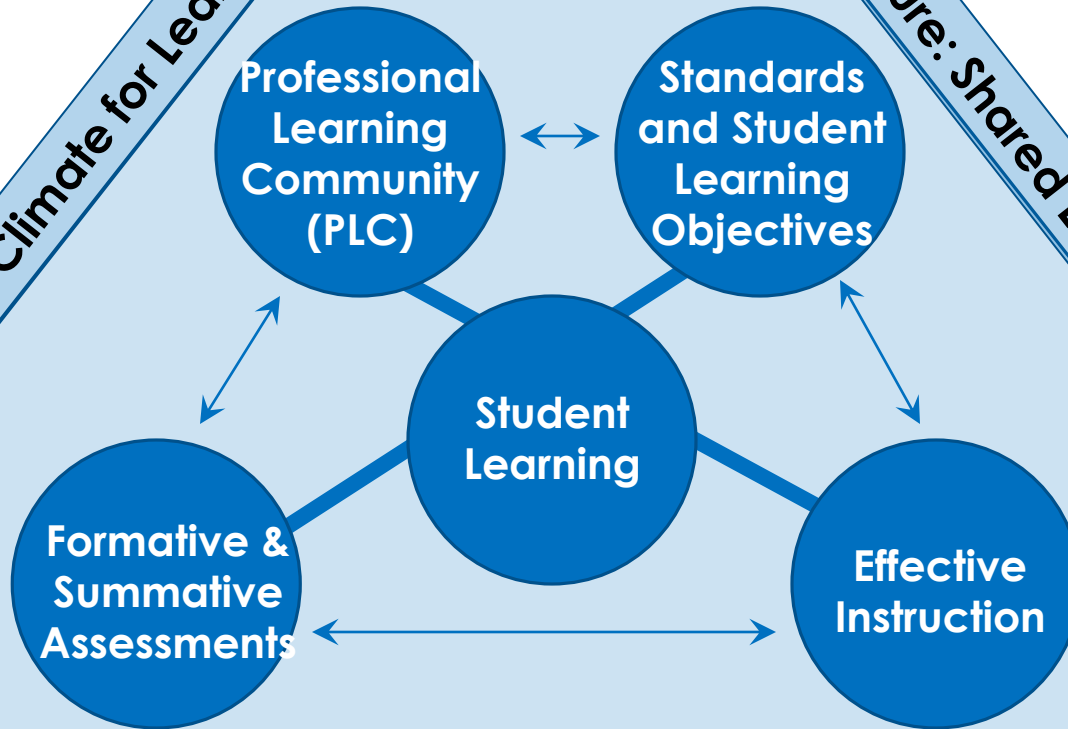


**Connected
Action Roadmap:
An Aligned and
Coherent Process
For School
Improvement**

The Terrain

Culture: Climate for Learning

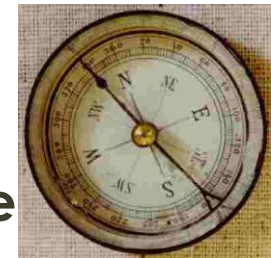
Culture: Shared Leadership



Culture: Communication of Connections and High Expectations

“FOCUS ON THE DESTINATION”

1. What do we want students to know?
2. What strategies do students need in order to master the learning goals?
3. What instructional activities will help teach students the strategies they need?
4. How do we know when they know it?
5. What do we do if they don't or already do?
6. How can we best address these questions in order to build knowledge and skills effectively and consistently across grade levels and content areas?



**Connected
Action Roadmap:
An Aligned and
Coherent Process
For School
Improvement**

The CAR

Culture: Climate for Learning

Culture: Shared Leadership

**Teacher &
Principal
Effectiveness**

**Professional
Learning
Community
(PLC)**

**Standards
and Student
Learning
Objectives**

**Student
Learning**

**Formative &
Summative
Assessments**

**Effective
Instruction**

Culture: Communication of Connections and High Expectations

WHAT IS THE MISSING LINK?

- **A VIABLE CURRICULUM – A “LIVING” DOCUMENT**
 - Aligns standards, SLOs, instructional design and assessments
 - Provides a framework for PLC team dialogue
 - Is continuously revised based on the work of the PLC teams
 - Directly connected to daily lesson plans

- **AUTHENTIC PROFESSIONAL LEARNING COMMUNITIES**



PLC Conversations:

Organizing...
Delivering...
Reflecting on...
Revising ...
Curriculum



PLC Conversations

Developing, Delivering, Reflecting on, and Revising a Viable Curriculum



1. Unpack the standards into clear, specific, student-friendly learning objectives

Leader: What is the SLO? How does it relate to the standard? How will you communicate the goal to the students?

2. Cluster the student learning objectives into units of study

Leader: Are all learning goals taught and assessed in this unit?

3. Create essential questions

Leader: How will you use the essential questions during instruction or for assessment purposes?

4. Create summative assessments including rubrics, exemplars and non-exemplars

Leader: Does the summative assessment(s) assess all the SLOs in the unit? What learning goal does each assessment items assess? How have you determined the method of assessment and the level of rigor that the student must demonstrate?

5. Design pre-assessments

Leader: What skills and knowledge did you pre-assess? What did the pre-assessment data show about the current levels of student learning? How will you differentiate based on this data? Do you need additional resources for re-teaching or reach activities? Did your team find that students were particularly weak or strong in any prerequisite skills? Has this information been shared with previous grade level teachers?

ORGANIZING THE CURRICULUM

Conversations 1-2

**NJDOE VISION- PLC #1 & #2
COMPLETED BY STATEWIDE TEAMS**

New Jersey Student Learning Standard

W.2.1:

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

STUDENT-FRIENDLY SLOs

- WALT understand the difference between fact and opinion
- WALT write a clear opinion statement about a book or topic
- WALT support our opinion of a book or topic using evidence
- WALT write an introduction
- WALT identify key linking words
- WALT utilize key linking words to connect an opinion and a reason
- WALT write a conclusion

Unit Title:
 Grade Level:
 Timeframe:
 Essential Questions

|

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

Pre-assessment				
SLO - WALT	Student Strategies	Formative Assessment	Activities and Resources	Reflection
Benchmark Assessment:				
Benchmark Assessment:				
Summative Written Assessments				
Summative Performance Assessment				

Highlighted

ACTIVITY: Analyzing the Unit Template

Unit Title:
Grade Level:
Timeframe:

Essential Questions

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

PLC # 1 & 2

21st Century Skills Standard and Progress Indicators and Common Core Literacy Standards:

Unit Title:
Grade Level:
Timeframe:

PLC #3

Essential Questions

Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

PLC #1 & 2

Highlighted

Instructional Plan				Reflection
Pre-assessment	PLC #5		PLC #6	
SLO - WALT	Student Strategies	Formative Assessment	Activities and Resources	Reflection
PLC #1, 2 & 9				PLC #7 & 8
Benchmark Assessment:				
Benchmark Assessment:				
Summative Written Assessments				
	PLC #4		PLC #4	
Summative Performance Assessment				

Why a Common Framework?

- Build a common language about the practice of teaching, leading and learning
- Provide a way for educational organizations to support their members in improving practice
- Provide opportunities for meaningful, targeted and collaborative professional learning

Strengthen Teaching, Leading and Learning

Lessons Learned



What have we learned?



EMPOWER COMMUNITIES WITH THE INFORMATION THEY NEED TO ADDRESS LEARNING GAPS AND STUDENTS' NEEDS

Schools need support in creating the structures for the appropriate use of data to drive meaningful change.

In many schools teachers instructing in the same content at the same grade level do not have common learning goals making it difficult to effectively use data to drive instructional decisions.

Schools need a guaranteed universal curriculum that can drive appropriate, timely and focused interventions.

supports the use of a **comprehensive assessment system** where the right people get the right data that results in changes in teacher practice and improved student learning.

encourages a **new perspective on the development, implementation and revision of an aligned viable curriculum** that allows educators to act on the data to drive increased levels of student learning

supports the delivery of a high quality curriculum in every classroom and the ability to provide an effective **Tiered System of Supports** based on student assessment data,

SUPPORT THE DEVELOPMENT OF GREAT TEACHERS AND LEADERS

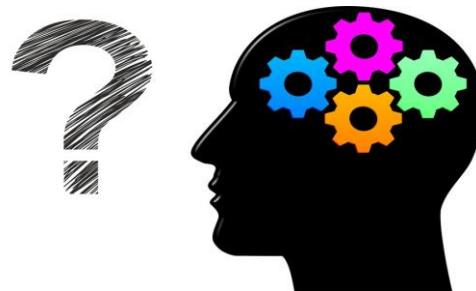
Principals need to be both managers and instructional leaders, however, the concrete tools and structures to support effective instructional leadership are lacking.

provides leaders with the tools they need to be **instructional leaders** that build the capacity for continuous school improvement.

REVISITING ASSUMPTIONS

Go back to the assumptions we visited during our time together. Look at assumptions one through six and apply one to the following question:

How might the implementation of the CAR process change an educator's perspective?



The NJDOE will unpack the ELA and Math standards and make them available to all districts for the 2019-2020 school year. If your school chooses to use the unpacked standards what are the benefits and barriers of CAR that may be encountered?

Benefits

Barriers