HOW TO MAKE BETTER USE OF YOUR DATA TO DRIVE STUDENT LEARNING AND CONTINUOUS SCHOOL IMPROVEMENT

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THINGS THAT NEED TO HAPPEN

- Schools must honestly review their data.
- Teachers and administrators must believe that all children can learn.
- There must be one vision.
- There needs to be one plan to implement the vision.

- Staff need to collaborate and use student and school level data.
- Staff need professional development to work differently.
- Schools need to rethink their current structures, and avoid add-ons.
OUTCOMES

Everyone understands—

▪ Four types of data that can help schools understand how they get their current results.
▪ The five essential questions of continuous school improvement.

OUTCOMES

Everyone understands—

▪ How to get all staff going in the same direction with continuous school improvement.
▪ Next steps for taking this work back to schools.

STRUCTURE FOR THIS WEBINAR

▪ Overview of a continuous school improvement planning framework.
▪ Overview of comprehensive data analysis.
▪ Planning with comprehensive data analysis and vision.
Multiple Measures of Data

Over time, demographic data indicate changes in the context of the school.

Tells us: If groups of students are "experiencing school" differently.

Tells us: The impact of demographic factors and attitudes about the learning environment on student learning.

Tells us: The impact of student perceptions of the learning environment on student learning.

Tells us: If a program is making a difference in student learning results.

Tells us: Over time, student learning data give information about student performance on different measures.

Tells us: What processes/programs different groups of students like best.

Tells us: What processes/programs work best for different groups of students with respect to student learning.

Tells us: Student participation in different programs and processes.

Over time, school processes show how classrooms change.

Allows the prediction of actions/processes/programs that best meet the learning needs of all students.

DEMOGRAPHICS

Enrollment, Attendance, Drop-Out Rate
Ethnicity, Gender, Grade Level

PERCEPTIONS

Values and Beliefs
Attitudes
Observations

STUDENT LEARNING

Standardized Tests
Norm/Criterion-Referenced Tests
Teacher Observations of Abilities
Formative Assessments

SCHOOL PROCESSES

Description of School Programs and Processes

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DEMOGRAPHICS ARE IMPORTANT DATA

- Describe the context of the school and school district.
- Help us understand all other numbers.
- Are used for disaggregating other types of data.
- Describe our system.

DEMOGRAPHICS

- Enrollment
- Gender
- Ethnicity / Race
- Attendance (Absences)
- Expulsions
- Suspensions

DEMOGRAPHICS (Continued)

- Language Proficiency
- Indicators of Poverty
- Special Needs/Exceptionality
- IEP (Yes/No)
- Drop-Out/Graduation Rates
- Program Enrollment
STAFF DEMOGRAPHICS

- School and Teaching Assignment
- Qualifications
- Years of Service
- Gender
- Additional Professional Development

DEMOGRAPHICS

What student demographic data elements change when leadership changes?

PERCEPTIONS ARE IMPORTANT DATA

- Help us understand what students, teachers, and parents are perceiving about the learning environment.
- We cannot act different from what we value, believe, perceive.
PERCEPTIONS INCLUDE

- Student, Staff, Parents, Alumni Questionnaires
- Observations
- Focus Groups

“I’ve got it, too, Omar… a strange feeling like we’ve just been going in circles.”

PERCEPTIONS

What do you suppose students say is the #1 “thing” that has to be in place in order for them to learn?
### STUDENT LEARNING ARE IMPORTANT DATA

- Know what students are learning.
- Understand what we are teaching.
- Determine which students need extra help.

### STUDENT LEARNING DATA INCLUDE

- Classroom Assessments
- Diagnostic Assessments
- Formative Assessments
- State Assessments
- National Assessments
- Grades
SCHOOL PROCESSES ARE IMPORTANT DATA

- Tell us about the way we work.
- Tell us how we get the results we are getting.
- Help us know if we have instructional coherence.

Victoria L. Bernhardt ~ Executive Director ~ Education for the Future
SCHOOL PROCESSES INCLUDE

- Curriculum
- Instructional Strategies
- Assessment Strategies
- Programs

TWO-WAY INTERSECTIONS CAN TELL US

<table>
<thead>
<tr>
<th>Demographics by Student Learning</th>
<th>If groups of students perform differently on student learning measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics by Perceptions</td>
<td>If groups of students are experiencing school differently</td>
</tr>
<tr>
<td>Demographics by School Processes</td>
<td>If all groups of students are represented in the different programs and processes offered by the school</td>
</tr>
<tr>
<td>Student Learning by Perceptions</td>
<td>If student perceptions of the learning environment have an impact on their learning results</td>
</tr>
<tr>
<td>Perceptions by School Processes</td>
<td>If students are perceiving programs and processes differently</td>
</tr>
</tbody>
</table>
### THREE-WAY INTERSECTIONS CAN TELL US

| Demographics by Student Learning by Perceptions | The impact demographic factors and attitudes about the learning environment have on student learning |
| Demographics by Student Learning by School Processes | What processes or programs work best for different groups of students measured by student learning results |
| Demographics by Perceptions by School Processes | What programs or processes different students like best, or the impact different programs or processes have on student attitudes |
| Student Learning by Student Processes by Perceptions | The relationship between the processes students prefer and learning results |

### FOUR-WAY INTERSECTIONS CAN TELL US

| Demographics by Student Learning by Perceptions by School Processes | What processes or programs have the greatest impact on different groups of students’ learning, according to student perceptions, and as measured by student learning results |
**INTERSECTIONS CAN TELL US**

<table>
<thead>
<tr>
<th>ADD A DATA CATEGORY</th>
<th>WHAT QUESTION CAN YOU ANSWER?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>How many girls and boys do we have in 2010?</td>
</tr>
<tr>
<td>Demographics by Student Learning</td>
<td>Are there learning differences in ELA and Math between girls and boys?</td>
</tr>
<tr>
<td>Demographics by Student Learning by Perceptions</td>
<td>Do the learning differences by subject area and gender show up in perceptions by gender?</td>
</tr>
<tr>
<td>Demographics by Student Learning by Perceptions by School Processes</td>
<td>Are there differences in how boys and girls perform based on the way they are taught and prefer to be taught?</td>
</tr>
</tbody>
</table>

**TRY OUT THE INTERSECTIONS**

- Choose one category of data—
  *Think*: what is a question you can answer?
- Add another category of data—
  How could that question change?
- Keep adding until you have used all four types of data.
Data Profile

MARYLIN AVENUE ELEMENTARY SCHOOL PROFILE
2008-09 through 2009-10

DEMOGRAPHICS
Marylin Avenue Elementary School is a K-1st grade free school located in Livermore, CA, on July 1, 2008. Livermore (2nd city in which Marylin Avenue Elementary is located) had an estimated population of 88,183. The estimated median household income for the area per household was $83,963. The median household income in California was $60,523. The 2009 cost of living index in Livermore was 154.1 (the U.S. average is 100). Higher while employees are Livermore Union National Laboratory, Kaiser Permanente Laboratory, and Kaiser Permanente.

Marylin Avenue Elementary School is part of the Livermore Valley Joint Unified School District (LVJUSD). Enrollment is 1132, which includes 1157 students in 16 schools. The student demographic is 44.9% White, 32.4% Asian, 12.2% Hispanic, 4.6% African American, and 2.6% American Indian. In 2009, the district served 11659 students. The increase for the past four years in overall district enrollment is shown below in Figure 1.

FIGURE 1
Livermore Valley Joint Unified School District
Student Enrollment, 2008-09 to 2009-10

- Look for:
  - Planning
  - Implications

Degree of diversity in the school/district population. Are teachers prepared to meet the needs of students from all backgrounds? Are instructional materials geared for all students? Is there a need for diversity programs?
WHERE ARE YOU NOW?

- For each type of data.
- Look for:
  - Strengths
  - Challenges
  - Implications for the school improvement plan

DEFINITIONS

- STRENGTH: Something positive that can be seen in the data. Often leverage for improving a challenge.

- CHALLENGE: Data that imply something might need attention, a potential undesirable result, or something out of a school's control.

DEFINITIONS

- IMPLICATIONS FOR THE SCHOOL IMPROVEMENT PLAN:
  Implications are items to address in the school improvement plan. Placeholders until all the data are analyzed. Implications most often come from CHALLENGES.
1. What are Marylin Avenue’s perceptual strengths and challenges?

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The staff has done a wonderful job of getting student responses each year (98.5% in 2010).</td>
<td>• Someone should follow-up on the lowest scoring items (K-1)—I feel like I belong and I know what I am supposed to be learning in my classes.</td>
</tr>
<tr>
<td>• It is great to see five years of data.</td>
<td>• The lowest items on the grades 2-5 questionnaire are related to students treating each other with respect and being friendly, and having freedom and choices at school.</td>
</tr>
<tr>
<td>• Not much has changed for them over time.</td>
<td>• American Indian students (n=8), grades 2-5, were in disagreement with the items; Students at my school are friendly, Students at my school treat me with respect, and I am safe.</td>
</tr>
<tr>
<td>• On the aggregate, all K-1 student responses were in agreement.</td>
<td>• There were 8 American Indian students who marked low on several items; however, there is only 1 American Indian student responding to demographic. We don’t know who these other students are. They may have thought they marked “American.”</td>
</tr>
<tr>
<td>• Overall, the students in grades 2 through 5 are in strong agreement with the items on the questionnaire.</td>
<td>• Seven (7) African-American students were in disagreement to: I have fun learning, I like this school, This school is good, I have freedom at school, I have choices in what I learn, Students are treated fairly by teachers, Students at my school treat me with respect, Students at my school are friendly, and I have lots of friends.</td>
</tr>
<tr>
<td>• Students in grades 2 to 5 named teachers as what they like most about their school in the past 4 years.</td>
<td>• Communication continues to be the most written in comment of what needs to improve, from the perspective of staff. Equity in ideas and favorites needs to be reviewed.</td>
</tr>
<tr>
<td>• Four years ago, students talked about wishing the playground and learning were different. In 2009-10, learning is not mentioned as something they wished was different.</td>
<td>• Parents want more social skills for students and more supervision before/after school and during recess.</td>
</tr>
<tr>
<td>• Staff questionnaire results show that staff, for the most part, continue to be very positive about the school. All items were in agreement or strong agreement. Staff now feel that the school has a good public image. They also feel that their school culture and staff collaboration are the biggest strengths of the school. One can see progress over time.</td>
<td></td>
</tr>
<tr>
<td>• Staff indicate the talented school staff and staff collaboration are their greatest strengths.</td>
<td></td>
</tr>
<tr>
<td>• Overall, parents continue to be very positive about the school.</td>
<td></td>
</tr>
<tr>
<td>• Parents, the caring loving staff, and environment are the strengths of Marylin Avenue Elementary School, according to parents.</td>
<td></td>
</tr>
</tbody>
</table>

2. What are some implications for the Marylin Avenue school improvement plan?

• The school personnel might need professional development in behavior/respect and diversity issues, and how they give students freedom and choices.
• Communication and shared leadership need to improve.
<table>
<thead>
<tr>
<th>Demographics</th>
<th>Student, Staff, Parent Questionnaires</th>
<th>Student Learning</th>
<th>Process Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are teachers prepared to teach the changing population?</td>
<td>The school personnel might need professional development in behavior/respect and diversity issues and how they give students freedom and choices. Staff might also need to look into the issues of students being challenged. Communication and shared leadership needs to improve.</td>
<td>Teachers need to keep doing what they are doing to get student achievement increases.</td>
<td>Marylin Avenue staff needs to:</td>
</tr>
<tr>
<td>Does the school know why the mobility rate is high, and where students go? Do they stay in the district?</td>
<td></td>
<td>How are teachers teaching ELA and Math? Processes need to be mapped. Are teachers prepared to teach students with backgrounds different from their own? It appears the early grades need to get even stronger.</td>
<td>Continue using schoolwide data as they have in the past to help them know how the system is doing. Get and keep the database up-to-date so staff can gauge progress.</td>
</tr>
<tr>
<td>What are the implications of teaching students living in poverty? (Perhaps more male and minority teachers need to be recruited?)</td>
<td></td>
<td>Clarify the assessment system.</td>
<td>Clarify the assessment system:</td>
</tr>
<tr>
<td>How are new students and their parents welcomed to the school? How do teachers know what the new students know and are able to do?</td>
<td></td>
<td>Balance it with variety, including performance assessments and student self-assessments.</td>
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</tr>
<tr>
<td>Are materials, programs, and library books appropriate for the student population (e.g., EL, poverty, mobile, special education)?</td>
<td></td>
<td>Make sure the assessments that are used are telling them what they need to hear to know how to ensure student proficiency.</td>
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</tr>
<tr>
<td>Why are there so many males identified for special education?</td>
<td></td>
<td>For math and behavior.</td>
<td>For math and behavior.</td>
</tr>
<tr>
<td>Is there a new discipline system called for?</td>
<td>Marylin Avenue staff needs to...</td>
<td>Streamline the pre-referral process, especially the farm completion process.</td>
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<td>What staff does when students are proficient on benchmarks.</td>
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<td></td>
<td>Improve RIT.</td>
<td>Improve RIT:</td>
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<tr>
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<td></td>
<td>Understand why students who have been through interventions are not proficient. Do a problem-solving cycle to better understand.</td>
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<tr>
<td></td>
<td></td>
<td>Continue to provide professional development for all staff so everyone can understand it and implement it in the same way.</td>
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<tr>
<td></td>
<td></td>
<td>Implement a teacher self-assessment and grade level self assessment system to help implement the vision and the RIT system with integrity and fidelity throughout the school. Identify internal quality measures.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Clarify what the vision and RIT would look like when implemented.</td>
<td>Clarify what the vision and RIT would look like when implemented.</td>
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<td></td>
<td>Improve our peer coaching system: support and provide guidance for new instruction and assessment strategies. Provide time to develop new skills and improve level 1.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Update, improve, and follow the school improvement plan.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Improve shared decision making and leadership: Define, implement, and communicate.</td>
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</tr>
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<td></td>
<td></td>
<td>Clarify win-win partnerships with parents. Make sure parents know the vision and mission of the school.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Ensure cross-grade-level work improves to implement the vision and RIT consistently, and to also ensure that a continuum of learning makes sense for the students.</td>
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</tbody>
</table>

MARYLIN AVENUE ELEMENTARY SCHOOL

AGGREGATED IMPLICATIONS FOR THE CONTINUOUS SCHOOL IMPROVEMENT PLAN

### INSTRUCTION
- Teachers need to strengthen their instruction and strategies in the early grades in ELA and Math.
- There needs to be deeper implementation of RIT.
- Continue to ensure that all teachers are teaching to standards and all students are meeting standards in all subject areas.
- Clarify what staff does when students are proficient.

### ASSESSMENT
- Clarify a balanced assessment system.
- We need to make sure teachers know what the new students know and are able to do when they arrive, so we do not lose instructional time.
- We need to collect more systematic formative data in writing and math.

### CURRICULUM
- Are materials, programs, and library books appropriate for the student population (ELA, poverty, mobile, special education)?
- We need to document and continue to improve RIT implementation.

### BEHAVIOR
- We need a positive, consistent behavior system schoolwide.
- The vision needs to be fully implemented.
- Staff need to narrow the focus of the plan and stay focused on it; always have next steps in front of us; create and post a graphic organizer to help us stay focused.
- We need to systematically include our parents in quality planning.

### VISION / PLAN
- The vision needs to be fully implemented.
- Staff need to narrow the focus of the plan and stay focused on it; always have next steps in front of us; create and post a graphic organizer to help us stay focused.
- We need to systematically include our parents in quality planning.

### PROFESSIONAL LEARNING
- Continue our professional learning in meeting the needs of our students, especially students with English as a second language, those who live in poverty, and male students, specifically in ELA and Math, Learning, and for RIT.
- School personnel need consistent training and implementation of behavior and motivation strategies.

### COLLABORATION
- Staff need to strengthen peer coaching and make it and the feedback process more systematic and defined.
- We need to schedule schoolwide articulation meetings more often and make cross-grade-level articulation meetings more systematic.
- Staff need to continue cross-grade-level articulation, including agreements about student behavior in terms of motivation, attitude, and effort—also as related to Students Committed to Excellence.

### LEADERSHIP
- Communication needs to improve among staff and with parents.
- Everyone needs to be a part of professional learning and leadership.
- We need to improve shared leadership.

### PARTNERSHIPS
- We need to connect student achievement data to partnerships, and look into relationships that might affect student achievement, based on our mission/plan.
- We need to document different ways the community is contributing to the school, and how parent involvement affects student achievement.
- We need to make sure parents know how to help meet the learning needs of their children.

### DATA
- Where do our mobile students go? Do they stay in the district?
- We need a system to welcome new students and their parents to the school.
- Staff need to continue cross-grade-level articulation, including agreements about student behavior in terms of motivation, attitude, and effort—also as related to Students Committed to Excellence.
- Staff need to continue to communicate and collaborate.

### CLIMATE
- We need a system to welcome new students and their parents to the school.
- Staff need to continue cross-grade-level articulation, including agreements about student behavior in terms of motivation, attitude, and effort—also as related to Students Committed to Excellence.
- Staff need to continue to communicate and collaborate.

### RIT / SPECIAL EDUCATION
- Look into speech and language referrals.
- Streamline PRT process.
- Get all staff understanding RIT in the same way.
MERGING STRENGTHS, CHALLENGES, AND IMPLICATIONS TO THE SCHOOL IMPROVEMENT PLAN

- Review implications across data.
- Look for commonalities.
- Create an aggregated list of implications for the school improvement plan.

PRECONDITIONS FOR SCHOOL IMPROVEMENT

- Instructional Coherence.
- A Shared Vision for School Improvement.
- Data-Informed Decision Making.
CREATING A VISION AND MISSION

Comprehensive Data Analysis
Best Practices Learning

ACTION PLAN
GOALS/OBJECTIVES

SHARED VISION
Mission
PURPOSE
Values and Beliefs

“Shared visions emerge from personal visions. This is how they derive their energy and how they foster commitment... If people don’t have their own vision, all they can do is ‘sign up’ for someone else’s. The result is compliance, never commitment.”

Peter Senge
The Fifth Discipline
## EXAMPLE: Marylin Avenue Continuous School Improvement (CSI) Plan

### Goal 1:
All students will exhibit their best effort for themselves, their families, and the community, including a demonstration of respect for their peers and for property.

### Goal 2:
Create an environment where every student, family, staff member, and community member will be excited to be at Marylin Avenue School; and be flexible in order to accommodate the educational needs of all.

### Goal 3:
All students will be Proficient or Advanced in Language Arts and Math by the end of fifth grade.

**Objective 1:** The percentage of students achieving proficiency in ELA, as measured by CSTs, will increase from 51% to 61% by Spring of 2010, measured through student learning results.

**Objective 2:** The percentage of students achieving proficiency in Math, as measured by CSTs, will increase from 63% to 70% by Spring of 2010, measured through student learning results.

**Objective 3:** The percentage of English learner students achieving proficiency in ELA, as measured by CSTs, will increase from 36% to 46% by Spring of 2010, measured through student learning results.

### Planned Improvements in Student Performance

<table>
<thead>
<tr>
<th>Strategies and Activities</th>
<th>Person(s) Responsible</th>
<th>Measurement</th>
<th>Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment of instruction with content standards:</strong></td>
<td>Whole Staff / Ongoing</td>
<td>Essential standards are documented for all curricular areas for all grade levels. Grade-level teams agree on the standards. Cross-grade-level teams agree on the standards. Documentation of all essential standards shows them to be unwrapped, mapped, vertically aligned, and paced.</td>
<td>Grade-Level articulation—two articulation days per grade level</td>
<td>$7,000</td>
</tr>
<tr>
<td>All grade levels have identified essential standards for all curricular areas. Each essential standard has been unwrapped (in order to feature needed prerequisite skills and concepts), vertically aligned, mapped, and paced for all curricular areas.</td>
<td>Teachers / Ongoing</td>
<td>Classroom observations that describe what instruction and the classroom would look like if RI implemented will also determine if teachers are: using the unwrapped essential standards to target instruction creating clear learning objectives to teach the unwrapped essential standards and to make sure students understand their importance checking for understanding and adjusting instruction as needed using grade-level assessments of each essential standard providing students with more opportunities for authentic writing using Board Language in their classrooms Documentation exists that grade-level teams and then schoolwide-data-team meetings review the results of the assessments, and check for alignment. Evidence exists that the meeting minutes are shared with all teachers.</td>
<td>Leadership Team Stipends</td>
<td>$9,000</td>
</tr>
<tr>
<td>I. Improvement of instructional strategies and materials:</td>
<td>Grade-Level Teams Ongoing</td>
<td>using CFE/Literacy Studio system with fidelity</td>
<td>Literacy Leads Stipends</td>
<td>$7,000</td>
</tr>
<tr>
<td>A. All teachers will use the unwrapped essential standards to target instruction.</td>
<td>Teachers / Ongoing</td>
<td>using CFE/Literacy Studio system with fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Learning objectives will be based on assessment data.</td>
<td></td>
<td>using CFE/Literacy Studio system with fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Learning objectives will be clearly stated.</td>
<td></td>
<td>using CFE/Literacy Studio system with fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students will understand the importance of each learning objective.</td>
<td></td>
<td>using CFE/Literacy Studio system with fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teachers will frequently check for understanding and adjust instruction as needed.</td>
<td></td>
<td>using CFE/Literacy Studio system with fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Each grade level uses balanced assessments that are common, formative, and administered frequently. Assessment will be varied—performance, multi-choice, short answers.</td>
<td>Teachers / Ongoing</td>
<td>using CFE/Literacy Studio system with fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Grade levels assess each essential standard and conduct data team meetings for most of them.</td>
<td></td>
<td>using CFE/Literacy Studio system with fidelity</td>
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<td></td>
</tr>
<tr>
<td>2. Grade levels and our schoolwide-data team look at the data from our assessments to determine the effectiveness of instructional strategies and programs.</td>
<td></td>
<td>using CFE/Literacy Studio system with fidelity</td>
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<td></td>
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<tr>
<td>3. Grade levels administer CFAs every 2-3 weeks.</td>
<td></td>
<td>using CFE/Literacy Studio system with fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. All teachers K-5 will use CFE/Literacy Studio system with fidelity.</td>
<td></td>
<td>using CFE/Literacy Studio system with fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. All grades will focus on nonfiction Reading and Writing and will provide students with more opportunities for authentic writing.</td>
<td></td>
<td>using CFE/Literacy Studio system with fidelity</td>
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<td></td>
</tr>
<tr>
<td>E. All grade levels (1-5) will use Board Language in their classrooms.</td>
<td></td>
<td>using CFE/Literacy Studio system with fidelity</td>
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</tr>
</tbody>
</table>
EXAMPLE LEADERSHIP STRUCTURE

EXAMPLE: Marylin Avenue School Leadership Structure

Marylin Avenue Elementary School’s (MAS) leadership structure is four-pronged:
- Grade-Level Teams
- Marylin Avenue Leadership Team (MALT)
- Literacy Leads
- Principal

All leadership components are guided by the Mission and Vision statements for the school, and the work of each leadership component is guided by data and the school plan.

All meetings are scheduled on the school calendar. All meetings are open to all staff members; therefore, every attempt will be made to send agendas in advance or with the current meeting minutes. In the event of additions and/or deletions to agendas, staff will be informed by e-mail.

MAS staff are working to strengthen cross-grade-level leadership. Currently, Literacy Leads are the most systematic method of articulating expectations for literacy across grade levels.

Schoolwide focus is student learning and is guided by four important questions:
- What do we want our students to learn?
- How will we know if they have learned it?
- What will we do if they don’t learn it?
- What will we do if they already know it?

(DuFour, DuFour, Eaker, and Many, 2006)

Instruction is based on content standards and is delivered through well-designed lessons. Planning for instruction includes goal-setting by teachers and with students, accountability-based assessments, and implementing a response to intervention system for students needing extra time and support to learn.

Meeting Times

<table>
<thead>
<tr>
<th>Team</th>
<th>Time</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-Level Teams</td>
<td>1:45 to 3:00 PM</td>
<td>Wednesdays</td>
</tr>
<tr>
<td>Marylin Avenue Leadership</td>
<td>3:15 to 4:30 PM</td>
<td>Wednesdays</td>
</tr>
<tr>
<td>Literacy Leads</td>
<td>3:00 to 4:00 PM</td>
<td>Alternate Wednesdays (calendered by the group)</td>
</tr>
</tbody>
</table>

Roles and Responsibilities

It is the collective responsibility of all teachers, working in grade-level teams and cross-grade-level teams, to implement instruction that addresses content standards. All classroom teachers participate in grade-level team meetings on a weekly basis.

The Title I Reading Specialist and the Special Education Resource Teacher join grade-level teams weekly to facilitate Pre-Referral Team meetings (PRT), and Special Education Referral Team (SpERT) meetings.

One teacher at each grade level serves as the Grade-Level Lead; this teacher sits on MALT. One teacher at each grade level serves in the role of Literacy Lead for her/his grade level; MAS is attempting to keep this role stable for a number of years in order to build grade-level capacity for leadership in literacy.
## EXAMPLE PROFESSIONAL DEVELOPMENT CALENDAR

*EXAMPLE: Marylin Avenue Professional Development Calendar*

The first month of the Marylin Avenue 2009-10 Professional Development Calendar is shown in the example below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Who Should Attend</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 27-31</td>
<td>Leadership Team and Literacy Leads</td>
<td>Attend the Education for the Future Summer Data Institute.</td>
</tr>
<tr>
<td>August 20-21</td>
<td>Professional development for all staff</td>
<td>Expectations for the year. Select team members and team leaders. Review standards. Model how to unwrap standards to feature needed prerequisite skills and concepts, how to vertically align, map, pace for all curricular areas, and review assessment data. Grade-level teams continue with standards.</td>
</tr>
<tr>
<td>August 25</td>
<td>Cross-Grade-Level Teams</td>
<td>Establish a system to monitor assessment data and ensure the alignment of standards across grade levels.</td>
</tr>
<tr>
<td>September 1</td>
<td>All teachers</td>
<td>Conduct literacy assessment.</td>
</tr>
<tr>
<td>September 1</td>
<td>Literacy Leads</td>
<td>Verify Language Arts standards across grade levels.</td>
</tr>
<tr>
<td>September 2</td>
<td>Grade-Level Team</td>
<td>Map Language Arts standards to the curriculum. Review assessment data. Create learning objectives.</td>
</tr>
<tr>
<td>September 2</td>
<td>Leadership Team</td>
<td>Planning for the year.</td>
</tr>
<tr>
<td>September 9</td>
<td>Grade-Level Team</td>
<td>Map Math standards to the curriculum. Review assessment data. Create learning objectives.</td>
</tr>
<tr>
<td>September 9</td>
<td>Leadership Team</td>
<td>Continue planning for the year.</td>
</tr>
<tr>
<td>September 14</td>
<td>All teachers</td>
<td>Content standards English Language Arts and Math Practice.</td>
</tr>
<tr>
<td>September 15</td>
<td>Literacy Leads</td>
<td>Verify Language Arts standards across grade levels.</td>
</tr>
<tr>
<td>September 16</td>
<td>Whole staff</td>
<td>Work on Vision with Vickie and Brad from Education for the Future.</td>
</tr>
<tr>
<td>September 21</td>
<td>All teachers</td>
<td>District writing assessment.</td>
</tr>
<tr>
<td>September 22</td>
<td>Cross-Grade-Level Teams</td>
<td>Monitor assessment data and ensure the alignment of standards across grade levels.</td>
</tr>
<tr>
<td>September 23</td>
<td>Grade-Level Team</td>
<td>Review progress.</td>
</tr>
<tr>
<td>September 23</td>
<td>Leadership Team</td>
<td>Determine assessment reports that will assist staff in implementing and assessing standards.</td>
</tr>
<tr>
<td>September 24</td>
<td>Data Team</td>
<td>Determine how to lead staff in developing common formative assessments.</td>
</tr>
<tr>
<td>September 28</td>
<td>Professional development for all staff</td>
<td>Inservice on ELA/RtI/Assessments.</td>
</tr>
<tr>
<td>September 29</td>
<td>Literacy Leads</td>
<td>Translate inservice idea to all grade levels.</td>
</tr>
<tr>
<td>September 30</td>
<td>Grade-Level Team</td>
<td>Ensure implementation.</td>
</tr>
<tr>
<td>September 30</td>
<td>Leadership Team</td>
<td>Ensure implementation.</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS FOR NEXT STEPS

- Review all your data.
- Inspire a shared vision.
- Learn how to meet the needs of your students.
- Monitor and measure.

THANK YOU!

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