



RISC
Re-Inventing Schools Coalition

How to support Learner-Centered Training

"Bringing hope to all of our children"

RISC Foundation

It has always been scary
to step into the circle of firelight,
to show up in the company of strangers,
to ask for entrance or to offer it. Our hearts race---
Will we have the courage to see each other?
Will we have the courage to see the world?
The risks we take in the twenty first century
Are based on risks human beings took
Thousands of years ago.
We are not different from our ancestors,
They are still here, coded inside us.
They are, I believe,
Cheering us on.

--Christina Baldwin in Calling the Circle

Group Dynamics

- Groups of 4-6
- Introduce yourself to your team and share “your one brush with fame!”
- Find a Recorder, Runner, Time Keeper, and Inspirer
- Determine the characteristics of an effective group and record these

Current Assumptions

- Everyone is already working hard
- Every school has excellent teachers
- This is both an organizational and individual journey
- The real challenge is finding the unifying system that allows everyone to excel most importantly our students

In your groups determine the essential questions for supporting learner-centered systems?

- What does a learner-centered classroom look like?
- Where do I start?
- How do I organize my school?
- How do I support my teachers and schools?
- How do I empower teachers when I need to be in control?
- What happens when I don't have the answers?
- How do I support other schools and districts?
- Where can I buy cheap powerful sedatives?

CRIS

**In regards to Learner-Centered Training
how can we capture our journey in the next
2 days in one sentence**

- Clarify the task
- Reflect and record individually
- Impact on your training
- Share within your group and come up with a group sentence to share out



Goals for this training:

Deeper knowledge of supporting learner-centered strategies which include:

- Overview and need to change
- Shared vision
- Code of conduct
- Collegiality
- Systemic Leadership
- Standards, assessment and reporting
- Learning Cycle (PDCA)

Learner-Centered Capacity Matrix

	I know very little	I have tried this in my school	I have refined the process based on results
<ul style="list-style-type: none">• Shared vision• Code of conduct• School procedures• Systemic Leadership• Collegiality• Standard, assessment and reporting• PDCA (goal setting)			

CRIS / T Chart tool
In regards to Learner-Centered Training

- Clarify the task
- Reflect and record individually
- Impact on your class and school
- Share within your group

Hopes

Fears

The Promise

- Schooling for some
- Schooling for all
- Learning for some
- Learning for all (equity)
- Learning for all with our role in the global economy being the standard (equity and quality) *DeLorenzo*

Learning for some

- Every day 7,000 students drop out of school!
- 15,000,000 students fail to reach proficiency annually in America

Chris Whittle
Crash Course
2006

“I didn’t really know what to think about all this. Some teachers in the room seemed to really have an understanding of what a learner-centered standards-based system was and others (like me) didn’t know what was going on. I started that day believing that I was a decent teacher, but by the end of the day I realized that I may be decent, but I could be a whole lot better”.

Bill Pfaffendorf
Fifth-grade teacher
Skyline Vista Elementary

Learning for some

WASHINGTON — Almost every fourth-grader in Mississippi knows how to read. In Massachusetts, only half do.

So what's Mississippi doing that Massachusetts, the state with the most college graduates, isn't?

By Ledyard King, Gannett News Service 2007

Setting expectations too low, critics say.

For example, 89% of Mississippi fourth-graders passed the state's reading test in 2005, but only 18% passed the National Assessment of Educational Progress (NAEP) test. That gap of 71 percentage points was the widest in the nation.

Schools and Teachers Impact Learning

Students who enter with 50th percentile performance

School and Teacher Scenario	Achievement Percentile after two years
Average School and Average Teacher	50 th
Least Effective School and Least Effective Teacher	3 rd
Most Effective School and Least Effective Teacher	37 th
Least Effective School and Most Effective Teacher	63 rd
Most Effective School and Average Teacher	78 th
Most Effective School and Most Effective Teacher	96 th

Source: Marzano, Figure 8.3, What Works in Schools

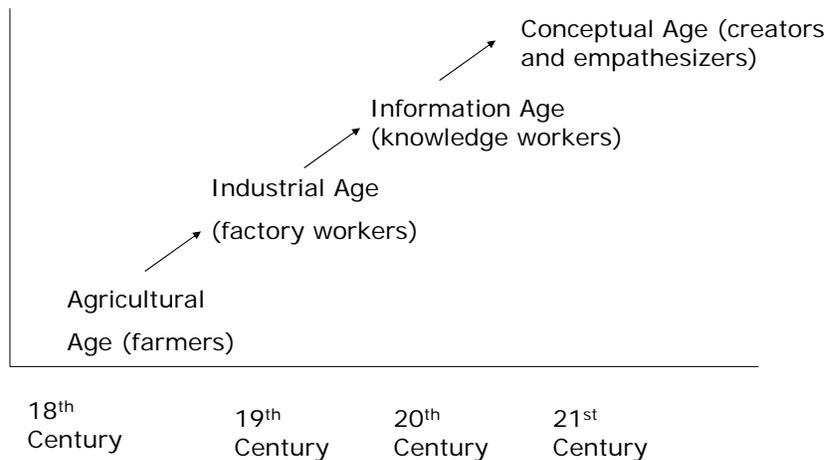
In regard to Marzano's research...

- Clarify the task
- Reflect and record individually your thoughts
- Impact on your class and school
- Share within your group

Quick Historical Overview

- Schooling for some
- Schooling for all
- Learning for some
- Learning for all (equity)
- Learning for all with our role in the global economy being the standard (equity and quality)

21st Century Projections from Daniel Pink



Parking Lot

+ <i>Positive comments, "Ah Ha's"</i>	Δ <i>Things that need to be changed</i>
? <i>Questions?</i>	I <i>Specific ideas for Improvement</i>



What do you believe about student learning?

- Students learn best when placed and instructed at their appropriate developmental levels.
- Instructional methods should include more than direct instruction.
- Learning time should be structured to teach whole group needs as well as small group and individual needs.
- Learning is not determined by time but rather proficiency.
- Students need to have a clear idea of where they are within a level and how to move forward.

20th Century Schools	RISC Schools
Time based Textbook-driven Passive learning Teacher-driven Discipline problems Fragmented curriculum Grades averaged Low expectations Curriculum is irrelevant to students Diversity of students ignored 3 Rs Teacher is the judge of students' work	

RISC Model	
20th Century Schools	RISC Schools
Time based Textbook-driven Passive learning for students Teacher-driven Discipline problems Fragmented curriculum Grades averaged Low expectations Curriculum is irrelevant to students Diversity of students ignored 3 Rs Teacher is the judge of students' work	Performance-based Research/Standards-driven Students are in charge of their learning Teacher/ Student-driven Little or no discipline problems Aligned curriculum Grades based on what was learned International benchmarking Curriculum is relevant to students Diversity of students embraced 3Rs plus 21st century skills Self, peer, business and teacher judge students' work

If deployed well the RISC approach will...

- Prepare every student for the 21st century by engaging students for the world to come.
- Deploy best practices in a systemic way.
- Move from a **TIMED** to a **PERFORMANCE** system that engages students.
- Sustain positive trends results in students and organizations for years to come.

“I went home that first day exhausted, confused, and full of information that needed some organization. I liked what I heard the first day and I was ready to go back for more; I was intrigued but still confused. By the end of the third day I had some clarity and was ready to jump into class that next week and implement everything! That’s when the real journey, a.k.a. the “ROLLER COSTER,” began”.

Bill Pfaffendorf
Fifth-grade teacher
Skyline Vista Elementary

What research supports this paradigm shift?

- Performance system leading to the next **level**/graduation
- Institutionalizing the art and science of teaching
- Continuous improvement (**PDSA Cycles**)
- Stakeholder support of the district-level initiatives (**Shared Vision**)
- **Systemic** leadership

Marzano/DeLorenzo
2006

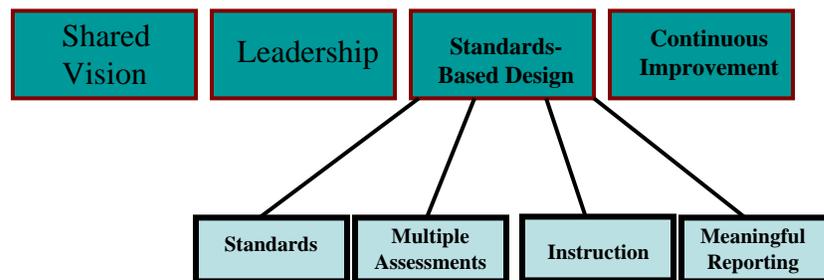
Factors Influencing Achievement

 <p>School</p>	<ol style="list-style-type: none"> 1. Guaranteed and Viable Curriculum 2. Challenging Goals and Effective Feedback 3. Parent and Community Involvement 4. Safe and Orderly Environment 5. Collegiality and Professionalism
 <p>Teacher</p>	<ol style="list-style-type: none"> 6. Instructional Strategies 7. Classroom Management 8. Classroom Curriculum Design
 <p>Student</p>	<ol style="list-style-type: none"> 9. Home Environment 10. Learning Intelligence/ Background Knowledge 11. Motivation

What are the components of the RISC philosophy?

- Shared Vision
- Leadership
- Standards-Based Design
- Continuous Improvement

Re-Inventing Schools Model



The key difference...

The RISC approach to learning is where the entire educational system is organized around engaging students in 21st century skills, working at their developmental levels and advancing only when they have demonstrated proficiency

Stages of Change

(Concerns-Based Adoption Model)

Awareness

Understanding

1st Time

Routine

Refinement

Replication

Capacity Matrix

Self assess using the **Learner-Centered
Readiness Continuum ?**

- Clarify the task
- Reflect individually
- Implement the task
- Share the goals you would like to accomplish

**C
R
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S**

OSAT Self Assessment

Goal Setting Tool

PDCA Process *Plan-Do-Check-Adjust*

1. A tool that allows you to set goals to measure your deployment of new strategies
2. You can set short, mid and long term goals
3. How might you use this tool in your classroom

PDCA Process Tool

Purpose: To set goals, design the plan for goal attainment and assess the success of the plan

PLAN What is the goal?

DO How do you implement it?

CHECK Was it a success?

ADJUST What **WILL** you change or do differently?



Plan	Do	Check	Adjust
What are we going to do?	How and when will we meet my goal?	How will know if you have been successful?	What are lessons learned?

PDSA Sample

Focus Area Partnerships Date: October 2008 Author(s): Wendy Battino

Plan	Implement	Evaluate	Refine
<p><i>Comprehensive plan overview with input from appropriate stakeholders</i></p> <p>P.2 & MI.2</p> <p>Published</p> <p>Materials/Presentations:</p> <p>P.2.1 By June 2010 four RISC partners or other nationally recognized education professionals/organizations presentations or publications reflect modifications (in writing) that incorporate RISC Model elements or openly support its adoption</p>	<p><i>Timeline with concrete roles and responsibilities</i></p> <ul style="list-style-type: none"> • Create Contact List including: Larry Lezotte and his contacts Bob Marzano, Michael Furdyk. • Read, research and synthesize new educational material, reports and books that will support RISC, and add to contact list. • Communicate with contacts on latest RISC tools and deliverables, present with book, reports... • Invite contacts to Winter/Spring Symposia, Meetings in bwer 48, Board Meetings. 	<p><i>What evidence will be reviewed to document progress towards goal?</i></p> <p>Contact List and communications begin by October 12.</p> <ul style="list-style-type: none"> ▪ Partners articulate understanding of RISC processes in presentations/publications ▪ Maintain and update contact list ▪ Generating Interest, recognition... <p>Deliverables</p> <p>At least one Presentation or publication referring to RISC work published on RBC website by June of 2009.</p>	<p><i>What evidence will be reviewed to document progress towards goal?</i></p> <p>Refinements on going with collected presentations or publications on RBC published on website by June of 2010</p>

Select a partner and read through your goals and share your first steps and ask them for specific feedback on what's clear and what's missing

DeLorenzo's top eight excuses to guarantee no change

- We tried that before.
- Our district is different.
- We don't have the money.
- Our organization is too small or big.
- Micro-management is our friend.
- If only you really understood our situation.
- It's impossible with our bus schedule.
- If only we didn't have any students, I think we could change a few things.

“Change Forces with a Vengeance”

New Horizons for System Change

Horizon #1

Large-scale improvement of literacy and numeracy that is not sustainable

Missing force:
moral purpose & passion

Horizon #2

System change that results in unleashing energy, commitment, resources and learning on a very large scale to accomplish things never done before that is sustainable.

- Michael Fullan, 2003

Leadership for Change

What is the difference between 1st order and 2nd order change?

What are the different characteristics necessary to accomplish these changes?

First order change

Second order change

Marzano-2006

Leadership for incremental change

- Emphasize relationships
- Establish strong lines of communication
- Be an advocate for the school
- Provide resources
- Maintain visibility
- Protect teachers from distractions
- Create culture of collaboration
- Look for and celebrate successes

Marzano 2006

Leadership for second order change

- Shake up the status quo
- Expect some things to seem worse
- Propose new ideas
- Operate from strong beliefs
- Embrace ambiguity and dissent
- Implement research and theory
- Create explicit goals for change
- Define success in terms of goals

Marzano 2006

Leadership for Change

First order change

- Emphasize relationships
- Establish strong lines of communication
- Be an advocate for the school
- Provide resources
- Maintain visibility
- Protect teachers from distractions
- Create culture of collaboration
- Look for and celebrate successes

Second order change

- Shake up the status quo
- Expect some things to seem worse
- Propose new ideas
- Operate from strong beliefs
- Tolerate ambiguity and dissent
- Talk research and theory
- Create explicit goals for change
- Define success in terms of goals

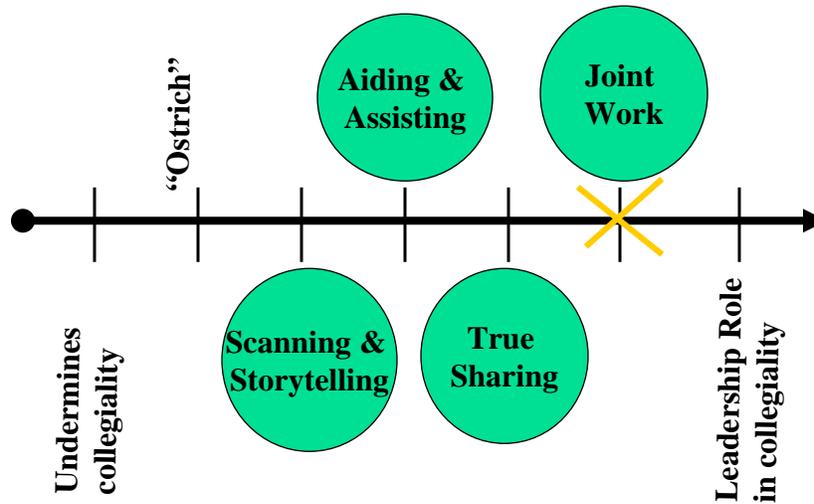
Marzano-2006

Why will RISC schools have the potential to dramatically outperform the best traditional systems?

- We cheated because we unleashed the power of students!

Continuum of Collegiality

derived from Judith Warren-Little



What will it take?

- Your courageous commitment for 5 years
- Strong unified board
- 80% commitment from your stakeholders with teachers being the most important
- Reallocation of funds
- Supporting teachers and principals along the way
- You have to be in front as the learner

**Exhibit xx. RISC Change Continuum,
General Replication Timeline**

	Year 1	Year 2	Year 3	Year 4	Year 5
Awareness					
Understanding					
First Implementation					
Routine Use					
Refinement					
Replication					

“In early August I walked into a room full of teachers. I took a seat, talked to a few people at my table and waited to be convinced. Rich DeLorenzo went on to explain that we would move fast and we might not have a full understanding of all this by the end of day three, but assured us that four things would happen: **1) we would be tired, 2) we would be confused, 3) we would have at least some understanding of all the tools and processes that he was going to give us, and 4) we would be excited**”.

Bill Pfaffendorf
Fifth-grade teacher
Skyline Vista Elementary

The key difference...

*The RISC approach to learning is where the entire educational system is organized around engaging students in 21st century skills, in a **learner-centered environment** working at their developmental levels and advancing only when they have demonstrated proficiency*

Why a Learner-Centered System?

----**THINK - PAIR- SHARE**----

THINK- On your own, consider the question silently.

PAIR- Turn to a partner, each of you explain your thoughts.

SHARE- Volunteer to share out what your partner has said with the group. Stevie

Levels of Student Engagement

- Authentic Engagement: Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic
- Ritual Engagement: Compliant, "What do I get for it?", do what is required, substitute good grades for learning
- Passive Compliance: Doing the minimum to get by, have work accepted rather than doing it right and respected
- Retreatism: Uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity
- Rebellion: Rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive

Where would you place your students?

Authentic Engagement: Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic

Ritual engagement: compliant, "What do I get for it?", do what is required, substitute good grades for learning

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Where would you place yourself?

Authentic Engagement: Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic

Ritual engagement: compliant, "What do I get for it?", do what is required, substitute good grades for learning

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What have I learned from all this? I have learned to be a better teacher. I have learned that organization is critical. I have learned that planning the final outcome and organizing the resources to get the learner there isn't that easy, but well worth the effort. Once I made that connection between all the tools, the understanding of backward planning, and what a learner-centered classroom looks and feels like, I found myself enjoying the world of teaching more than ever.

Bill Pfaffendorf
Fifth-grade teacher
Skyline Vista Elementary

Table Task

- What RISC Model component is the most pertinent to your classroom and school at this time
(L, SV, SBD, CI)?
- What do you see as the biggest challenges your school and district faces in making the transition to a standards-based system?

Burning Issues

- What are the steps needed to deploy a site shared vision and code of conduct?
- How do we sustain, support and improve collegiality through this change process (Judith Warren-Little continuum/Collective efficacy measurement tool)
- What does a learner-centered classroom look like and how do I support it?
- What tools and processes do I need as a leader and how will I use them?

- How do I monitor teacher and student progress?
- How will I lay out the plan to pilot the new teacher evaluation procedure?
- How does learner-centered SBS impact the secondary student? (course cross walk, scheduling, transitions, dual system, eligibility, class rank)
- Effective parent teacher conferences to include: May leveling, grading system, reporting system, cycle time and communication strategies
- Creating a new SBS administrative evaluation