SVSU PSA LEADERS

MDE/SRO/PSA UPDATE

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MDE TESTING- WHAT DO WE KNOW OR PREDICT?

- -CCSS MATH AND ELA (READING AND WRITING)
- -GLCES AND HSCES SCIENCE AND SOCIAL STUDIES
- ACT PLUS WRITING AND WORK KEYS
- WATCH THE MDE ASSESSMENT AND ACCOUNTABILITY WEBSITE
- NOTICE THE TESTING CALENDAR 2/9-6/1!!!
- STUDENT GROWTH PERCENTILE (SGP) IDEA (SHOW SAMPLE)
- EVERY KID, EVERY TEST, EVERY QUESTION AND SCALED SCORES
- ONLINE AND PAPER/PENCIL
- 2 COUNT DAYS = FAY

MDE TESTING- WHAT WE DO NOT KNOW AND CANNOT PREDICT

- -HOW WILL WRITING GROWTH BE DETERMINED (COMBINED WITH READING NOW)- NOT PREVIOUSLY 30 FAY IN WRITING, TWO SUBJECTS NOW IN ELA, ETC.
- METRIC CONCERNS WITH MOVE TO SPRING TESTING ONE EXAMPLE- 2013 4TH GRADE TESTED OVER 3RD GRADE STANDARDS/2014-15 5TH GRADE TEST OVER 5TH GRADE STANDARDS
- WHAT WILL WE HAVE IN SPRING OF 2016????
- HOW WILL THE TECHNOLOGY WORK
- WHAT WILL MDE DO WITH SCORES- BENCHMARK YEAR, SAME TTB PROCEDURE, DESIGNATE PRIORITY SCHOOLS, ETC.

SRO UPDATE

- NATASHA BAKER- STATE SCHOOL REFORM OFFICER
- SRO STAFF AND MONITORS FROM OTHER UNITS
- REFORM/REDESIGN PLANS- TRANSFORMATION/TURNAROUND/CLOSURE/RESTART
- 4 YEAR COHORTS
- ISD CONNECTIONS AND SUPPORTS
- PSA PRIORITY SCHOOLS VS TRADITIONAL PRIORITY SCHOOLS
- PSA BOARDS (ONCE AGAIN) MUST DRIVE THE SHIP- NOT ESPs

SOME SRO HISTORY

- 2010- 92 PLA (PRIORITY SCHOOLS (PS))
- 2011- 95 PS (37 NEW AND 58 REPEATERS) 34 2010S CAME OFF
- 2012- 137 PS (90 NEW/ 47 REPEATERS) 48 2011S CAME OFF
- 2013- 137 PS (61 NEW/76 REPEATERS) 61 2012S CAME OFF
- 2014- 138 PS (60 NEW/70 REPEATERS) 67 2013S CAME OFF
- 12 SCHOOLS (10 EAA AND 2 NON-EAA) IN 0-4% ALL 4 YEARS
- DATA SHOWS PROCESS WORKS- FORCES SCHOOLS TO DEAL WITH ISSUE, GET OVER DENIAL, CREATE A PLAN, USE DATA, ISD/MSU/MDE SUPPORT, MONITORING, ILC. ADDRESS POOR PERFORMING STUDENTS, ETC. ALL PLAY A PART

INSTRUCTION, ASSESSMENTS, FEEDBACK, STUDENT CREATED EVIDENCE OF MASTERY

- - HOW DO YOU UP THE LEVEL OF RIGOR?
- - HOW DO YOU DECIDE INITIATIVES?
- - HOW DO YOU IMPLEMENT WITH FIDELITY?
- - SHORT AND LONG TERM INDICATORS OF SUCCESS?
- - CONNECTIONS BETWEEN STANDARDS, DAILY OBJECTIVES, INSTRUCTIONAL ACTIVITIES, FEEDBACK, WORKER CREATED DELIVERABLES, REVIEW OF RESULTS, INTERVENTIONS/RETEACHING, AND ASSESSMENTS
- - RIGOR OF ASSESSMENTS GOING UP SO LEVEL OF WHAT STUDENTS CAN "DO" (FIGURE OUT, SOLVE, INFER, DEMONSTRATE, CONNECT, ETC,) MUST INCREASE

DATA, RESEARCH, RELATIONSHIPS, PROCEDURES

- WHAT DO ALL OF YOUR TEACHERS DO INTENTIONALLY?
- WHAT DO THEY BASE THEIR DECISIONS ON?
- DO THEY CHANGE DATA INTO NAMES, FACES, AND ISSUES?
- ARE ALL TEACHERS FOLLOWING THE SAME PROCEDURES THAT ALLOW FOR DISCUSSION, ASSESSMENTS, BRAINSTORMING, ETC.?
- DO ALL TEACHERS COLD CALL, HAVE KIDS STRETCH ANSWERS, GATHER FEEDBACK FROM ALL KIDS, ENSURE STUDENT CREATED DELIVERABLES THAT DEMONSTRATE MASTERY, CREATE INTERVENTION TRAILS, RETEACH WHEN NEEDED, CHECK FOR RETENTION *AT A LATER DATE, ETC.*

RIGOR

- The Academic Rigor of your instruction is a combination of:
- The rigor of the questions or tasks you are asking students to do
- The rigor of your standards for student responses
- The rigor of your support and accountability for top-quality work
- Low performing schools need to find out which one(s) of these is hurting performance
- Do you look at: % of your former students who need remediation classes in college, samples of student work from other schools in your area, surveys from former students about college/career readiness, data that shows low rigor skills/concepts, repeating low scoring standards, etc.?

STUDENT CREATED DELIVERABLES

- You can only assess the rigor of instruction by looking at what the students are doing – how much are they WORKING?
- Engagement (active) versus Attentive (not disruptive) Are both important?
- Shift from teachers' work focused on AFTER the class (correcting drill, kill, no thrill work) to BEFORE the class (creating Power Questions, discussion/questioning plan, how am I going to gather feedback for all kids, etc.). Teacher facilitates/observes/assists and kids WORK during class.

POWER QUESTIONS

- Address multiple standards- frequently assessed, needed for the next level/activity, connected to students' future, life skills, etc. Can you explain why a skill is being taught and learned to a class visitor?
- Focus on the students working to solve the final question. Do they have the basic knowledge to do so?
- Are relevant to the students and have real answers- money, items, people, time, etc. What are the kids trying to solve?
- Each step can be used for a formative assessment check- if a student(s) is stuck on the convert a percent to a decimal step- assist quickly or note for his/her intervention plan. All participate!

CREATING POWER QUESTIONS (PQ)AND ASSIGNING WORKER DELIVERABLES

- WHAT GOES ON THE REFRIDGERATOR?- WAS IT STUDENT CREATED, TIED TO A STANDARD, DOES IT ANSWER A REAL QUESTION, DOES IT DEMONSTATE MASTERY OF A STANDARD AT THE RIGHT LEVEL OF RIGOR, ETC.?
- THE NET ELIMINATES THE "CREATIVITY" EXCUSE- JUST RESEARCH AND BORROW, TWEAK, CHANGE LEVEL, ADD STEP(S), ETC.
- WHAT IS HAPPENING IN KIDS LIVES RIGHT NOW?- OLYMPICS, COMMUNITY EVENT, SPORTS, HOBBIES, MUSIC, ETC.?
- THE IDEA IS TO HAVE KIDS OWN THE INFORMATION FOR RETENTION- FRIENDS AND FAMILY PLAN
- SHOULD PROVIDE FEEDBACK TO TEACHER ABOUT ALL KIDS SKILL LEVELS

CREATING POWER QUESTIONS AND ASSIGNING WORKER DELIVERABLES

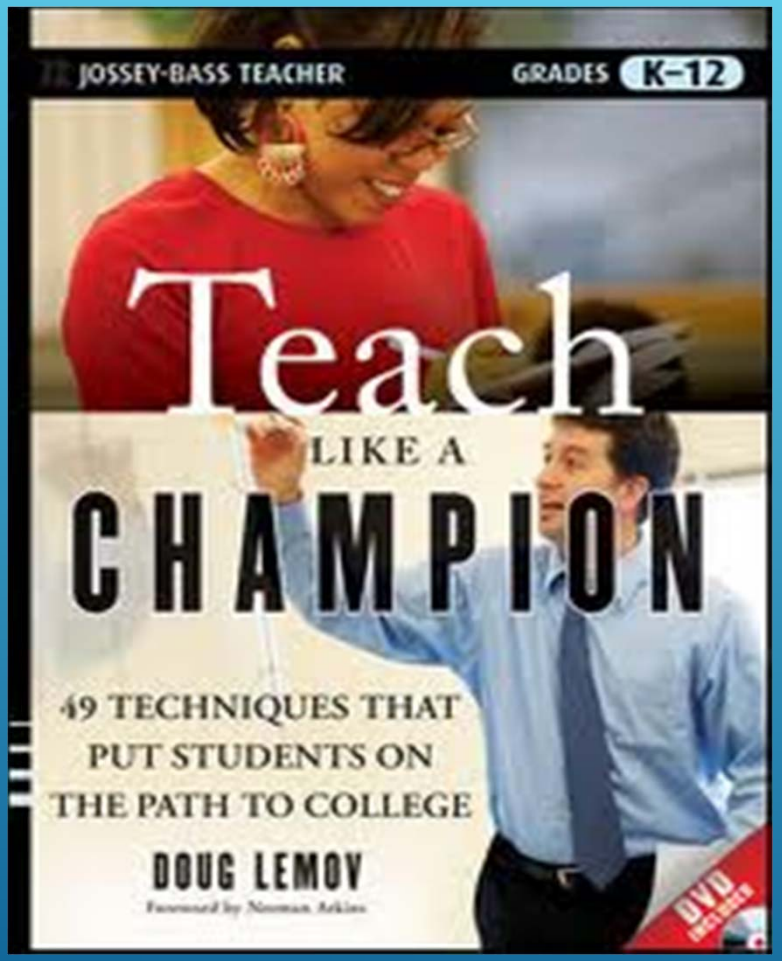
- PQs- present opportunities for individual whiteboards, electronic devices, paired work, etc. You decide!
- Teacher must interact with students. Have you created the relationships, rapport, environment, procedures, etc.? This should be the enjoyable and rewarding part of the process! If not, …….?
- Students must indicate each step was completed (i.e.-definition of the word first, used in own sentence, an opposite, etc.). Provide graphic organizers when consistency is desired.
- PQs can lead to projects, presentations, be connected to careers (production worksheets, business forecasting graphs, technology presentations, lab simulations, etc.)
- Use real documents from your community when possible- inventory sheets, production reports, bank forms, measurement reports, logistics reports, graphic arts projects, uses of Excel/PPT/Office, research procedures, on and on…..
- With a partner or group- decide on standards/skills you want the students to be able to show you know- at least 3- do not need to be the same "subject".
- Pick a theme for the question- average monthly profit of iPad sales, compare multiple texts, create lab procedures for an experiment, swim meet times, find a country with xx factors, etc. Could the kids relate?
- Create the steps and final answer(s)?

OBSERVING LEARNING

- **How Questions / Explain your Reasoning**: “How did you come up with that answer?”
- **Why Questions**: “Why did you choose that operation?”
- **Ask for evidence**: “Where did you find support for that answer in the text?”
- **Half statement**: “So the next step is to combine the sentences with a … what?”
- **What’s next?:** “What do I do first? … Next?”
- **Feign ignorance**: Play dumb. Make mistakes. “I am the Puppet.”
- **Test errors**: Repeat student’s statements (“You said …”) or make an if/then statement: “If the slope were three over four, that would mean up three, right four.”

OBSERVING LEARNING

- NOTE TEACHER AND STUDENT STATEMENTS AND INTERACTIONS- RAPPORT, ENVIRONMENT, PROCEDURES, EXPECTATIONS, LEVEL OF RIGOR
- CLEAR GOALS FOR THE DAY? (AND LONGER)
- WERE THE STUDENTS ENGAGED? WHAT ACTIVITIES KEPT THEM ENGAGED?
- WHAT DID THE STUDENTS CREATE, SOLVE, PRESENT, EXPERIENCE, COMPLETE, ETC.?
- DID THE STUDENTS KNOW THE RELEVANCY OF THE ACTIVITIES? (MOTIVATION & RETENTION)
- WHAT WAS THE RATIO OF WORK?
- DID YOU SEE KIDS COMPLETE POWER QUESTIONS, REAL QUESTIONS, DELIVERABLES, ASSESSMENTS, DRAFTS, CHUNKING PROJECTS, PRESENTING, RESEARCHING- WHAT WORK WERE THE WORKERS DOING
- DO THE STUDENTS EVER SOLVE PROBLEMS BRAINSTORM, PEER EDIT, ETC. IN PAIRS OR GROUPS?



GET INTO CURRENT RESEARCH (EXAMPLE)

Stretch It reminds us not to stop with simple, correct answers but rather to push students to answer **follow-up questions** that extend knowledge or test for reliability.

Ratio refers to how much cognitive work the students do relative to how much you do as the teacher. A successful lesson pushes the cognitive work out to students as soon as they are ready.

Cold Calling refers to the teacher calling on ANY student at any time. This saves time, allows for better feedback, and creates an environment where all workers are responsible and take an active role in their learning.

ALL TEACHERS MUST USE THE TECHNIQUES. STUDENTS ADAPT TO THE CLASSROOM NORMS IN THE BUILDING. YOUR PARENTS MUST BE INFORMED AND CONVINCED TO BE SUPPORTIVE. SHOW THEM EXAMPLES OF KIDS WORK COMPARED TO OTHER SCHOOLS, SHARE DATA, POINT OUT STANDARDS THEIR KIDS HAVE NOT MASTERED, ETC.

EXAMPLES OF LEMOV IDEAS- COULD THESE HELP STUDENTS LEARN AND RETAIN?

SHOW PARADIGM CHANGES

- DO YOU HAVE ANY BOAT ANCHOR TEACHERS WHO NEED TO GET ON BOARD SO THE SHIP CAN MOVE FORWARD???
- ADULT CENTERED BUILDING FOCUSES ON TEACHING WHILE A STUDENT CENTERED BUILDING FOCUSES ON LEARNING
- CAN WE ADMIT AND ACCEPT THAT STUDENTS HAVE CHANGED OVER THE PAST 20 YEARS?
- DO YOU HAVE FEWER KIDS YOU CAN JUST THROW A BOOK AT AND THEY LEARN AND MORE KIDS WITH NO OR LITTLE INTRINSIC MOTIVATION WHO ARE NOT PERFORMING???

SHORT AND LONG TERM MEASUREABLE GOALS

- WHAT INSTRUMENTS DO YOU USE?
- WHAT ARE YOUR THRESHOLDS THAT INDICATE SUCCESS?
- DO YOUR CHARTER CONTRACT EDUCATIONAL GOALS MATCH YOUR SIP, PRIORITY SCHOOL PLAN, PSA BOARD GOALS, ESP GOALS, ETC.??
- DO YOU HAVE MEASURABLE METRICS FOR YOUR REAUTHORIZATION PROCESS?
- ONCE AGAIN, WE SEE THE PSA BOARD PLAYING A CRUCIAL ROLE IN GOAL SETTING, MONITORING GROWTH AND ACHIEVEMENT, AND BEING INVOLVED IN THE SOLUTIONS TO PROBLEMS.

SUMMATION

- ENSURE STUDENTS CREATE DELIVERABLES THAT DEMONSTRATE MASTERY IN AS MANY CCSS IN MATH AND ELA (READING/WRITING) AND GLCE/HSCE IN SCIENCE/ SOC ST
- ADDRESS LOW PERFORMING STUDENTS SO HIGH GROWTH IS EVIDENT
- IF YOU HAVE PRIORITY SCHOOLS- UNDERSTAND WHY AND WORK WITH ISD/MDE/AUTHORIZER TO MOVE UP TTB
- ENSURE STUDENTS ARE WORKERS WHO HAVE CLEAR DIRECTIONS AND SUPPORTS
- UP THE LEVEL OF RIGOR, CREATE ACTIVITIES WITH REAL ANSWERS, STUDENTS OWN THE INFORMATION, ADD POWER QUESTIONS TO TEACHER TOOL BOXES
- COMMON CLASSROOM EXPECTIONS AND PROCEDURES
- STAFF TIME FOR PLCS, ILCS, PARENT MEETINGS, ETC.
- RESEARCH NEW INSTRUCTION TOOLS
- CHANGE PARADIGMS TO BECOME A STUDENT/LEARNING FOCUSED PSA
- SET MEASURABLE AND CONSISTENT ACADEMIC GOAL
- ENSURE THE PSA BOARD HAS THE CAPACITY TO LEAD

CLOSING

- QUESTIONS??
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