Oklahoma State Department of Education

Office of C³ Schools

Office of School Support/School Improvement

Principals' Academy

Oklahoma City, OK

~

February 20, 2013 and February 21, 2013

Presented by the

International Center for Leadership in Education

Oklahoma State Department of Education

Office of School Support/School Improvement
Office of C^3 Schools

Principals' Academy
February 20 - 21, 2013
8:30a.m. – 4:00p.m.
Moore-Norman Technology Center
13301 South Pennsylvania Avenue
Oklahoma City, Oklahoma 73170

Wednesday, February 20, 2013

8:00a.m. – 8:30a.m.	Check-in
8:30a.m. – 8:40a.m.	Welcome - Ms. Kerri White, Assistant State Superintendent of Educational Support
8:40a.m. – 11:30a.m.	ICLE Representatives – Susie Gauzy, Scott Spurgeon and Gayle McGrane
11:30a.m. – 1:00p.m.	Lunch (on your own)
1:00p.m. – 4:00p.m.	ICLE Representatives – Susie Gauzy, Scott Spurgeon and Gayle McGrane

Thursday, February 21, 2013

8:00a.m. – 8:30a.m.	Check-in
8:30a.m. – 8:40a.m.	Welcome - Ms. Amber Polach, School Improvement Grant (SIG) Turnaround Director
8:40a.m. – 11:30a.m.	ICLE Representatives – Susie Gauzy, Scott Spurgeon and Gayle McGrane
11:30a.m. – 1:00p.m.	Lunch (on your own)
1:00p.m. – 4:00p.m.	ICLE Representatives – Susie Gauzy, Scott Spurgeon and Gayle McGrane

Note: A detailed agenda will be provided each day.

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LEADERSHIP REFLECTION AND RESPONSE PACKET

DAY 1

TARGET:
Student Achievement

Q: Is Student Achievement at the center of your school?

Q: Write down 3 pieces of evidence to prove that it is or 3 reasons/obstacles why it is not.

Improvement of Teaching

Q: What school structures/processes do you currently have in place to assist teachers in improving their craft?

Q: What school structures/processes would you like to have in place?

Q: What are the obstacles in the way of deploying the structures/process you want in place?

Instructional Leadership Checklist

Pervasive	Considerable	Partial	Initiated	Absent	Context for Instructional Leadership: Is your school ready to work on improving instruction?
					Staff Relationships
					Staff knows one another.
					Staff supports one another when needed.
					Staff takes a proactive interest in developing relationships.
					There is open communication and high levels of trust across a school staff.
					New staff are welcomed and mentored into the school community.
					Staff respects one another and frequently share ideas and solve problems collaboratively.
					Collaboration
					Team structures are in place for groups of teachers and administrators to solve problems related to specific school functions.
					Team members are highly committed to goals, placing less priority on individual goals or interests when necessary.
					Teams have specific goals and responsibilities.
					Teams have regular meeting times when all can and do attend.
					Teams have access to data and information needed to make decisions.
					There are convenient and comfortable areas in which teams can meet.
					Teams have established operating norms, including an emphasis on positive reflection and problem solving.
					Sense of Purpose and Urgency
					There is a collective responsibility among all staff toward the success of each student.
					There is a focus on preparing students for a future in which skills and knowledge change.
					There is a sense of urgency that improvement must occur sooner rather than later.
					There is a commitment to provide instruction consistent with the ways the brain learns.
					There are comprehensive sets of data indicators for student achievement.
					Data indicators are consistent with the core beliefs of staff in regard to a well-educated student.
					Each teacher sees how his or her instruction relates to the data indicators for student achievement.
					There are specific goals for student achievement.
					Staff conversations focus positively on student achievement and high expectations.

Building Leadership Capacity

Q: What leadership capacity building structures do you currently have in place in your organization/school?

Q: What actions are you as a teacher/leader taking to increase your capacity?

Align Teacher and Administrator selection, support and evaluation

Q: What processes are in place in your building to recruit, retain, develop, and evaluate teaching professionals in your building?

Q: Is your current evaluation process for professionals in your building about **compliance** or **collective commitment**? (Please explain your thinking)

Integrate Literacy and Math Across All Content Areas

Q: If I visited your building, what evidence would I see that would prove to me that Literacy and Math are an instructional PRIORITY across ALL subject areas?

Q: If Literacy and Math are not instructional priorities, what steps are necessary to make them instructional priorities?

Facilitate Data-Driven Decision Making to Inform Instruction

Q: What consistent data do you use EACH year to inform instruction? (Is it the right data?)

Q: What process do you use to analyze the data to inform instruction? (Is the process hardwired and effective?)

Q: How do you as the leader provide support, feedback, and follow-up for accountability? (Are there too many initiatives?)

Q: Has the process you have used in the past to analyze data to inform instruction been effective? (Is there evaluative component to your building processes?)

Reflection Activity

Q: Think about organizational leadership and instructional leadership. In what ways are they similar? In what ways are they different?

Q: How does the implementation of CCSS and related assessments bring the role of leadership to the forefront?

Build Strong Relationships with Students

Q: In what ways does your building develop, strengthen and nurture student relationships?

Q: In what ways does your building develop, strengthen and nurture staff relationships?

Possess Depth of Content Knowledge and Make it Relevant to Students

Q: How often do teachers in your building provide relevant instruction for students?

Q: How often do students applying their newly acquired knowledge and skills to relevant tasks?

Q: Write an example of a relevant application task for each of the four core content areas.

Facilitate Rigorous and Relevant Instruction Based on How Students Learn

Q: How do you determine your students' learning styles?

Q: What evidence do you have that teachers align how they teach to how their students learn?

Q: How do you know you are providing a Rigorous and Relevant instructional program for each student?

Demonstrate the Use of Instructional Strategies, Technology and Best Practices

Q: About what percentage of time do you spend on "textbook-driven" instruction?

Q: How often do your lesson plans incorporate the use of technology tools for learning?

Q: How do you and your colleagues identify and evaluate best practices in teaching and learning?

Use Assessments to Guide and Differentiate Instruction

Q: How often do you administer common formative assessments to guide and differentiate instruction?

Q: How do you use the results of the common formative assessments?

Q: How do you evaluate the effectiveness of the common formative and summative assessments you administer?

Q: Do your common formative and summative assessments become more predictive each year?

Quadrant Leadership Practices

Q: List 3 Leadership Activities that you think are Quadrant “A”, Management Practices.

Q: List 3 Leadership Activities that you think are Quadrant “B”, Empowerment t Practices.

Q: List 3 Leadership Activities that you think are Quadrant “C”, Vision Practices.

Q: List 3 Leadership Activities that you think are Quadrant “D”, Culture Practices.

Identify Leadership Practices by Quadrant

Academic intervention
Balanced assessments
Celebrations
Classroom walk-throughs
Co-teaching/team teaching
Grading
Individualized professional learning
Instructional coaching
Instructional technology
Leadership teams
Mentoring
Needs assessment/strategic planning
Peer review of student work
Personnel and budgets
Policies and procedures
Professional development workshops
Professional learning community
Rigor/Relevance Framework
Master schedule/teacher assignments
Staff Meetings
Staff reviews and evaluations
Student achievement data analysis
Teacher incentives and rewards
Teacher observations/study tours
Vision/mission/goals

Instructional Leadership Practices

Q: About what percentage of time do you spend on the activities by Quadrant?

Q: What action steps will you take to provide more Instructional Leadership in Quadrant “D” to empower the organization?

Daggett System for Effective Instruction Rubric

For needs assessment and frames systems approach to increase student achievement.

DSEI Element	Beginning	Developing	Meeting	Exceeding
Organizational Leadership involves a mentality, structure, focus, and commitment to create the environment in which learning is optimized				
Create a culture	o Expectations for students are low o Staff are aware of state and local standards o State tests are seen as finish line o Few staff are actively involved in individual student success o There is little or no parent involvement	o Staff understand importance of holding high expectations for student success o Staff use state and local standards in their teaching o State tests are seen as a part of student profile o Students perceive staff are concerned about them o Parent involvement is encouraged	o Reference to high expectations for rigor, relevance and relationships appears in vision and mission statements o Teachers expect all students to meet state and local standards o Students are encouraged to meet or exceed expectations. o Students have a caring and concerned adult advocate o School conditions and personnel are welcoming to parents	o All staff members, including bus drivers, cafeteria workers, custodians, and office personnel actively contribute to the mission of the school o Teachers and staff are committed to helping every student meet state and local standards o Every student is expected to do his/her best work and is rewarded appropriately for the effort o Each student has an adult advocate and maintains a personal plan for progress o Achievements of students and faculty are routinely celebrated by the district, parents, and community

DSEI Element	Beginning	Developing	Meeting	Exceeding
Establish a shared vision	o Few students or parents are aware of the district/school vision	o Some students and parents can articulate the district/school vision	o District/school vision is evident in conversations with students and parents	o Students and parents understand the district/school vision and have a role in developing it
	o Little or no evidence of commitment to providing a rigorous and relevant education is seen in district/school vision	o Some attempt is made the district/school vision to share the importance of a rigorous and relevant education with faculty, staff, and students	o Many opportunities exist for faculty, staff, students, and parents to share the philosophy behind and importance of a vision of rigor and relevance for students	o Faculty, staff, students, and parents come together periodically to review and strengthen the district/school vision of a rigorous and relevant education for every student
	o Little or no evidence of the importance of creating relationships between students, parents, and faculty/staff is seen in the district/school vision	o The importance of creating relationships between students, parents, and faculty/staff is shared by some in the district/school community	o Creating meaningful relationships between students and faculty/staff and between district/school personnel and parents is a vision shared by all	o A foundational part of the district/school vision is the importance of establishing and nurturing strong relationships between all members of the school community to ensure student achievement
	o Student achievement is measured solely by state test results	o State test results are an important focus of faculty and student work	o A few important priorities are the common focus throughout school. (There's a focus on summative, benchmark and formative assessment to describe student achievement.	o All staff, students, and parents focus on important priorities and play a role in identifying them. (There's a balance between a focus on summative, benchmark and formative assessment to describe student achievement.
	o Little or no evidence of students' future planning	o Some students have a clear picture of their future plans	o Students understand the importance of a clear plan for the future	o All students have a clear and ambitious plan for future
	o Very little evidence of emphasis on learning is displayed in the school	o Some evidence of emphasis on learning in displays, posted materials, etc.	o Evidence of emphasis on learning is seen in displays, posted materials, and awards	o There is a system in place to show emphasis on learning as an ongoing commitment
	o Assessment data are available by request of faculty and staff	o Assessment data are shared with faculty and staff	o Assessment data are shared in ways understandable to parents and students	o Assessment data are used by school community to support vision

DSEI Element	Beginning	Developing	Meeting	Exceeding
Align organizational structure and systems	o Processes and procedures often remain in place because of routine	o Some attempt is made to align systems with district/school vision	o Changes to systems and structures, such as the bell schedule, calendar, or looping of classes are made to align with district/school vision	o Systems, structures, and procedures are routinely reviewed with faculty, staff, students, and parents to ensure they promote increased student achievement
	o Teachers have few opportunities to plan together	o Some teachers make time to plan together	o Schedules are built to provide common planning time for teachers	o Small learning communities exist to support student transitions, nurture relationships, and allow teachers to work and plan together for rigorous and relevant instruction
	o Academic departments operate independently within the school	o Department heads occasionally work and plan together	o Department heads often plan across disciplines to increase relevancy in content	o District/school has implemented interdisciplinary department heads to ensure more real-world instruction to prepare students to be college and career ready
	o Existing structures seldom focus on making instruction and experiences relevant to students	o Some systems and structures are in place to make instruction and experiences relevant to students	o Curriculum, instruction, and extracurricular activities focus on rigor and relevance	o Structures are in place (e.g., 9th grade electives) to ensure that students are engaged through rigorous and relevant opportunities
	o Little input from parents and community is encouraged	o Input from parents and community is requested on occasion	o Satisfaction surveys, focus groups, and other relationship-building activities are conducted for parents and community	o Routine procedures are in place to conduct satisfaction surveys, focus groups, and other relationship-building activities for parents and community
	o Many parents and community members are unfamiliar with the district/school vision	o District/school vision and goals are available to parents and community	o District vision for high expectations for rigor, relevance, and relationships is reflected in a variety of ways	o District vision for high expectations for rigor, relevance, and relationships is reflected in student handbooks, on website, in newsletters and reports, at school events, and in parent conferences
	o Goals and vision are inconsistently related	o Some goals are tied to district/school vision	o Measurable goals, including building relationships and holding high expectations, are tied to vision	o Reports, including a school report card, are prepared and shared that reflect results of goals and learning results in student engagement, stretch, and personal skill development

DSEI Element	Beginning	Developing	Meeting	Exceeding
Build leadership capacity	o District/school leadership is top-down and positional o Aspiring leaders lack opportunities for growth	o Some administrators are willing to delegate and share responsibilities o Some opportunities exist for aspiring leaders	o Administrators depend on leadership teams for planning and goal-setting o Administrators share the belief that aspiring leaders are a critical criterion for success	o Many opportunities are provided for all members of the school community to demonstrate leadership o Aspiring leaders are acknowledged, celebrated, and encouraged to establish high expectations for themselves
Align teacher and administrator selection, support, evaluation	o Staffing needs are determined by schedule and attrition o Little or no support is offered to teachers o Required annual teacher evaluations are conducted o Professional development opportunities are infrequent and/or not aligned to district vision	o Some staffing needs are determined by school improvement data o Periodic professional development is offered to teachers o Annual teacher evaluations are conducted with some attempt at growth plans and ongoing support offered o Many professional development opportunities are aligned to district vision	o Hiring practices are rigorous and related to district/school vision mission o Professional development is provided for teachers to stay current with latest content, pedagogy, technology o Evaluation practices are transparent and based on data from several areas (e.g., test scores, classroom practice, professional growth o Professional development is focused on data, technology, and instructional strategies to support district vision	o Hard decisions about new hires and existing staff are based on student achievement data o Professional learning communities, ongoing support (walk-throughs, etc.), and mentoring of new teachers are aligned with strengths and challenges o Through collaboration with stakeholders, evaluation systems are fair, equitable, and aligned to student achievement o Faculty, staff, and administrators have input on creating professional development that supports district vision and advances rigorous and relevant learning for all students

DSEI Element	Beginning	Developing	Meeting	Exceeding
Support decision making with data systems	o Instructional decisions are based exclusively on data from state test scores o Little or no data beyond test scores are collected and reviewed	o Initial steps are in place to use data for a variety of purposes, including measuring student progress, developing school improvement plans, and monitoring progress o Student work and test scores are used by some teachers to guide instructional decisions	o A wide variety of data is provided to teachers in a format that allows them to make informed instructional decisions about student progress in literacy as well as other content areas o Additional data, beyond test scores, including student satisfaction and parent surveys, are collected and used for school improvement plans	o Teachers and administrators regularly review individual and subgroup data (including test scores and student work) to determine trends, measure progress, assess amount of high-rigor/high-relevance instruction, and alignment with students' goals o Administrators use multiple indicators to inform program, monitor progress, plan professional development, and increase parent involvement and support
Instructional Leadership is directly focused on instructional effectiveness and ultimately student achievement				
Use research to establish urgency for higher expectations	o Teachers know the value of high expectations for all students but are unsure how to implement o Student expectations and/or achievement targets are available for some subjects o There is little or no evidence of research-based best practices being used in classrooms	o Teachers are encouraged to hold high expectations for all students o There is agreement among teachers about student expectations and achievement targets o Evidence of best practices is seen in some classrooms and leadership actions	o Specific strategies are in place and practiced to ensure high expectations for every student o Grade level academic and behavioral expectations are reviewed and revised regularly o Administrators and teachers actively research and implement best practices on an ongoing basis	o Continuous support to maintain high expectations is offered through ongoing professional development o All students, including struggling students, are able to establish individual achievement targets based on academic and behavioral expectations o Administrators and teachers are encouraged to conduct action research in their areas

DSEI Element	Beginning	Developing	Meeting	Exceeding
Align curriculum to standards	o Staff knowledge about standards and standardized assessments is inconsistent o Curriculum resources are limited or not used by all teachers o Little or no integration between core content and non-core courses (CTE, arts, etc.)	o Conversations about district standards and competencies are initiated o Some teachers have access to and use curriculum maps o Occasional conversations occur between core and non-core teachers to share instructional ideas	o Teachers have identified how their instruction relates to district/school academic priorities o Teachers have input into development of curriculum maps o Professional development is provided for integration of academics into non-core areas and of applied skills into core courses	o Achievement of standards is actively monitored and revised/updated as needed o Curriculum topics are sequenced, assigned to grade level and time of year, and revised vertically and horizontally based on data o Teachers in all content areas deliver high-priority academic skills and knowledge to all students in their classes
Integrate literacy and math across all content areas	o Literacy instruction occurs mostly in ELA lessons and/or English classes o Knowledge of individual student reading levels is inconsistent o Books and other reading materials are chosen with little data about reading achievement goals	o Students read and write in many of their classes o Some teachers rely on data about student reading levels o Many teachers know the reading levels reflected in textbooks and other instructional materials	o Pre-reading, vocabulary, and post-reading strategies are used in all content areas o Standard measures of reading, such as Lexiles, are used to track reading achievement o Teachers know and address reading requirements for postsecondary opportunities (college, employment, personal)	o Student literacy levels are measured continuously. Data are compared to literacy achievement goals of the school o Teachers use data to personalize instruction to accommodate different reading levels in the classroom o Teachers regularly use a variety of resources including school media center/library and internet/technology as source of materials to challenge all students appropriately o Instructional coaches are

DSEI Element	Beginning	Developing	Meeting	Exceeding
	o Help for struggling readers is dependent on expertise of individual teachers o Math instruction occurs only during "math time" or in math class o Only math teachers receive data about students' math achievement o Math instruction depends heavily on worksheets	o Students below target reading levels are tested and some reading strategies are shared o Some math reasoning occurs in other content areas o Many teachers have access to data about students' math achievement o Some math processes are included in performance-based assessments	o Academic intervention services are available to provide additional reading assistance to struggling readers o Math reasoning is often integrated into other content areas o All teachers have convenient access to data about students' math achievement o Students can articulate math processes through reading and writing strategies	available to assist teachers in improving strategies related to reading o Clear, measurable goals for math achievement are understood and incorporated by other content areas teachers o Teachers personalize instruction to accommodate various math achievement levels in the classroom o CCSS Standards for Mathematical Practice are incorporated into other content areas
	o Data collection and use is teacher dependent o Little or no alignment between student achievement data and professional development o Data from state test scores are shared with parents	o Some teachers use data to highlight gaps between student performance and student goals o Student data are often used to plan professional development o Data beyond state test scores are shared with parents	o School collects and analyzes data for all students to determine the amount of high-rigor/high-relevance instruction o Student data, including all subgroups, are focus of professional development o Student achievement data are provided to parents in a form they can	o School regularly reviews data to develop school improvement plans and monitor progress o Student data (including quantitative and qualitative) are used to recognize and celebrate teacher and staff performance o School tracks trends in data over time, including student

DSEI Element	Beginning	Developing	Meeting	Exceeding
			understand and in languages other than English	satisfaction and success beyond school, and shares information with parents and community
Facilitate data-driven decision making to inform instruction	o Data are seldom considered when making day-to-day instructional decisions	o Some teachers use pretesting and other data to individualize instruction	o Teachers use multiple indicators, including student work, to make instructional decisions to ensure all students reach their performance goals	o School report card data highlight gaps that exist between student performance and real-world expectations
Provide opportunities for focused professional collaboration and growth	o Most teachers work independently to learn and grow	o Faculty occasionally review instructional practices and make modifications to ensure relevancy	o Faculty often share strategies to increase achievement for students at different levels	o Faculty work in interdisciplinary teams to create learning experiences for all students linked to high-priority standards that apply knowledge to real-world situations
	o Professional development programs aligned inconsistently with district/school mission and vision	o Professional development programs are becoming part of the school culture	o Professional development programs provide teachers time, opportunities, and incentives to reflect analytically on what they are teaching, not teaching, and why	o Professional development programs are routinely evaluated and modified accordingly to ensure continuous improvement of teachers and increased student achievement
Teaching is well supported in addressing the often daunting challenges of the classroom				
	o Teachers hold varying levels of expectations for their students	o Many teachers understand that high expectations for all students are attained through rigorous and relevant instruction	o Teachers have clear expectations for the level of rigor and relevance using the Rigor/Relevance Framework	o Teachers routinely provide all students with learning experiences connected to the world beyond school
	o Teachers cover the curriculum in their classes	o Teachers ensure that all students have access to the general education curriculum	o Teachers take responsibility and ownership for delivering high-priority academic skills and knowledge to all students	o Teachers expect the work of all students to be analytical in research papers, projects, demonstrations, experiments, and extended writing
	o Some teachers share	o Teachers help students	o Teachers ensure that	o Teachers communicate the

DSEI Element	Beginning	Developing	Meeting	Exceeding
Embrace rigorous and relevant expectations for all students	their expectations for high quality work	know the meaning of high quality work	students and parents understand high academic expectations and the meaning of high quality work	need for high expectations for rigor and relevance to parents and community through newsletters, reports, school events, and parent conferences
Build strong relationships with students	o Some teachers know the interests of their students o Few teachers advocate for the interests/needs of students o Students move from grade to grade with little support for the o Transition	o Teachers know their students' academic interests and their interests outside of school o Some teachers advocate for the interests/needs of students o Some teachers review each student's folder at the beginning of the year to aid in their transition	o Teachers draw on students' interests to design relevant lessons o Every student has an adult advocate in the school o Pupil personnel staff provide teachers with updated information on students	o Students perceive staff as caring and concerned about their academic achievement o There is a structured teacher/student advocate program in the school o Teachers participate in structured meetings to discuss academic strengths and needs of students to better support them as they transition from grade level or school
Possess depth of content knowledge and make it relevant to students	o Most teachers are knowledgeable about their content area o Some teachers align their content with the Common Core State Standards (or state standards) o Some teachers take opportunities to	o Most teachers are able to make their content area relevant to students o Many teachers use the Common Core State Standards (or state standards) as a guide for their instruction o Many teachers continue to increase their content	o Teachers remain current with their content area and show the relevancy of it to their students o Teachers use interdisciplinary projects integrating standards in reading/writing/math to increase relevancy o Teachers use professional	o Teachers make their content come alive for students and inspire them to dig more deeply into the topics o Teachers routinely meet with colleagues across disciplines to ensure rigorous and relevant instruction for all students o Teachers actively seek out or create opportunities to increase

DSEI Element	Beginning	Developing	Meeting	Exceeding
	increase their knowledge in their discipline or content area	knowledge	organizations and learning communities to increase their knowledge of content and strategies to increase relevancy	student achievement by continuing to grow in their own content area and in the pedagogy of their discipline
Facilitate rigorous and relevant instruction based on how students learn	o Many teachers focus their instruction at the middle third of their students o Some teachers apply the specific pedagogy of their discipline to their instruction o connections are rarely made to experiences outside of school o Little effort is made to differentiate instruction o Referral of students for intervention services is often sporadic	o Some teachers recognize the various learning styles of their students o Some teachers model instructional strategies for active learning in their content area o Some instruction shows relevancy beyond school o Some teachers provide accommodations for the needs of different learner capabilities. o Plans for academic intervention services and processes are initiated	o Teachers use a variety of instructional strategies that match the varied learning styles of students o Teachers use questioning, coaching, and feedback to stimulate student reflection and access to specific content o Instruction is guided by big ideas and essential questions that go beyond the textbook o Teachers use data about students' prior experiences and achievement levels to guide instruction o Procedures are in place for referring students to academic intervention services as well as for terminating services	o Teachers personalize instruction through differentiation strategies, attention to needs, progress, and learning styles, and respect for diversity o Teachers know and use the pedagogy of their discipline to ensure rigorous and relevant instruction o Teachers work together in teams to align instruction and ensure rigor and relevancy that goes beyond school o Teachers use Response to Intervention (RTI) strategies that provide students with intensive supports and enrichment experiences needed to be successful o Teachers and parents are well informed on the procedures for referring students for interventions as well as the options available for students
	o Some teachers use computers and Internet	o Some teachers model effective instruction by	o Teachers use technology effectively to	o Teachers routinely use microblogs, virtual

DSEI Element	Beginning	Developing	Meeting	Exceeding
Demonstrate expertise in use of instructional strategies, technology, and best practices	conductivity to help students learn o Many teachers rely on the textbook as their main instructional resource o Few teachers vary their instructional practice from class to class or year to year	using presentation software o Some teachers use a variety of print resources as their main instructional resources o Some teachers are willing to experiment with technology and/or attempt a new strategy with their classes	differentiate instruction and as a resources for all students o Teachers use many different resources to promote student understanding, such as audio/video resources, Internet, and class demonstrations o Teachers select strategies designed to connect learning to students' experiences and previous learning	communities, wikis, Google docs, spreadsheets, etc. to ensure rigorous and relevant learning o Teachers routinely use real-world resources such as manuals, tools, primary source documents, Internet, and people to help students complete their work o Teachers regularly discuss and review instructional practices and make modifications to ensure rigor and relevancy
Use assessments to guide and differentiate instruction	o Teachers use end of unit/chapter tests as the main form of student assessment o Teachers use test scores as the main measure of student learning o Teachers use class sets of materials for instruction of all students together o Few teachers differentiate instruction based on assessment data o Professional development specific to	o Some teachers incorporate performance-based assessments into their instruction o Some teachers use information from ongoing assessments to analyze student learning o Some teachers use data to determine levels of student learning and vary materials accordingly o Some teachers differentiate instruction for some students, particularly those receiving special education services and English language learners o Professional development on analyzing assessment	o Teachers assess students using portfolios, performance, presentations, interviews, and self-reflection o Teachers analyze data from a variety of assessment events or products to differentiate instruction o Teachers choose appropriate instructional materials based on analysis of student data o Most teachers differentiate instruction for all their students based on data from multiple sources o Teachers are provided with professional	o Teachers meet frequently to discuss the consistent use of portfolios, performance, presentations, interviews, and self-reflection to assess students o Teachers frequently meet to discuss development and use of formative and summative assessments o Teachers use Lexile and Quantile measures to determine reading and math levels and choose appropriate materials o Structures are in place for teachers to use data to differentiate instruction for all students and plan interventions as appropriate o Teachers meet regularly to continue their professional

DSEI Element	Beginning	Developing	Meeting	Exceeding
	assessments and assessment data is seldom offered	data is mainly focused on state assessment results	development on how to develop, administer, and analyze assessments to adapt instruction.	development on developing, administering, and analyzing assessments to adapt instruction.

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DAY 1

LEADERSHIP ACTION PLAN

Support decision making with data systems	o Instructional decisions are based exclusively on data from state test scores o Little or no data beyond test scores are collected and reviewed	o Initial steps are in place to use data for a variety of purposes, including measuring student progress, developing school improvement plans, and monitoring progress o Student work and test scores are used by some teachers to guide instructional decisions	o A wide variety of data is provided to teachers in a format that allows them to make informed instructional decisions about student progress in literacy as well as other content areas o Additional data, beyond test scores, including student satisfaction and parent surveys, are collected and used for school improvement plans	o Teachers and administrators regularly review individual and subgroup data (including test scores and student work) to determine trends, measure progress, assess amount of high-rigor/high-relevance instruction, and alignment with students' goals o Administrators use multiple indicators to inform program, monitor progress, plan professional development, and increase parent involvement and support
ERE P #1	**Instructional Leadership** is directly focused on instructional effectiveness and ultimately student achievement			
ELEMENT #2 **Use research to establish urgency for higher expectations**	o Teachers know the value of high expectations for all students but are unsure how to implement o Student expectations and/or achievement targets are available for some subjects o There is little or no evidence of research-based best practices being used in classrooms	o Teachers are encouraged to hold high expectations for all students o There is agreement among teachers about student expectations and achievement targets **RIA** o Evidence of best practices is seen in some classrooms and leadership actions	o Specific strategies are in place and practiced to ensure high expectations for every student o Grade level academic and behavioral expectations are reviewed and revised regularly teachers actively research and implement best practices on an ongoing basis	o Continuous support to maintain high expectations is offered through ongoing professional development o All students, including struggling students, are able to establish individual achievement targets based on academic and behavioral expectations o Administrators and teachers are encouraged to conduct action research in their areas
	G	G	EVEL: IEETING TEP #5	EVEL: XCEEDING

DSEI Sphere (organizational, instructional or teaching): Instructional Leadership STEP #1	
DSEI Element: Use research to establish urgency for higher expectations STEP #2	
Current DSEI criteria and level	**Criteria:** Teachers are encouraged to hold high expectations for all students STEP #3 **Current Level:** Developing STEP #4

Action Planning

Next Level: Meeting STEP #5
Criteria: Specific strategies are in place and practiced to ensure high expectations for every student STEP #6

Actions to be taken:	Who will do this?	By when?
1. Classroom walk-throughs will be conducted in each class once a month to determine lesson rigor and relevance by Quadrant A, B, C, or D. STEP #7	1.Principal STEP #8	1.Monthly STEP #9

Data to measure effectiveness: What will be different and how will you know?
1. Data on lesson rigor and relevance will be collected and discussed monthly during PLC meetings. STEP #10

LEADERSHIP ACTION PLAN

DSEI Sphere (organizational, instructional or teaching):	
DSEI Element:	
Current DSEI criteria and level	**Criteria:** **Current Level:**

Action Planning

Next Level:
Criteria:

Actions to be taken:	Who will do this?	By when?
1.	1.	1.
2.	2.	2.
3.	3.	3.

Data to measure effectiveness: What will be different and how will you know?
1.

LEADERSHIP ACTION PLAN

DSEI Sphere (organizational, instructional or teaching):	
DSEI Element:	
Current DSEI criteria and level	**Criteria:** **Current Level:**

Action Planning

Next Level:
Criteria:

Actions to be taken:	Who will do this?	By when?
1.	1.	1.
2.	2.	2.
3.	3.	3.

Data to measure effectiveness: What will be different and how will you know?
1.

LEADERSHIP ACTION PLAN

DSEI Sphere (organizational, instructional or teaching):	
DSEI Element:	
Current DSEI criteria and level	**Criteria:** **Current Level:**

Action Planning

Next Level:
Criteria:

Actions to be taken:	Who will do this?	By when?
1.	1.	1.
2.	2.	2.
3.	3.	3.

Data to measure effectiveness: What will be different and how will you know?
1.

LEADERSHIP ACTION PLAN

DSEI Sphere (organizational, instructional or teaching):	
DSEI Element:	
Current DSEI criteria and level	**Criteria:** **Current Level:**

Action Planning

Next Level:
Criteria:

Actions to be taken:	Who will do this?	By when?
1.	1.	1.
2.	2.	2.
3.	3.	3.

Data to measure effectiveness: What will be different and how will you know?
1.

LEADERSHIP ACTION PLAN

DSEI Sphere (organizational, instructional or teaching):	
DSEI Element:	
Current DSEI criteria and level	**Criteria:** **Current Level:**

Action Planning

Next Level:
Criteria:

Actions to be taken:	Who will do this?	By when?
1.	1.	1.
2.	2.	2.
3.	3.	3.

Data to measure effectiveness: What will be different and how will you know?
1.

Oklahoma State Department of Education

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Oklahoma City, OK

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ASSESSMENT HANDOUTS

ASSESSMENT HANDOUT#1

Teacher Questions by Quadrant

C

Ask questions to summarize, analyze, organize, or evaluate:

- How are these similar/different?
- How is this like ____?
- What's another way we could say/explain/express that?
- What do you think are some reasons/causes that ____?
- Why did ____ changes occur?
- How can you distinguish between ____?
- What is a better solution to ____?
- How would you defend your position about ____?
- What changes to ____would you recommend?
- What evidence can you offer?
- How do you know?
- Which ones do you think belong together?
- What things/events lead up to ____?
- What is the author's purpose?

D

Ask questions to predict, design, or create:

- How would you design a ____ to ____?
- How would you compose a song about ____?
- How would you rewrite the ending to the story?
- What would be different today if that event occurred as ____?
- Can you see a possible solution to ____?
- How could you teach that to others?
- If you had access to all the resources, how would you deal with ____?
- How would you devise your own way to deal with ____?
- What new and unusual uses would you create for ____?
- Can you develop a proposal that would ____?
- How would you have handled ____?
- How would you do it differently?

A

Ask questions to recall facts, make observations, or demonstrate understanding:

- What is/are ____?
- How many ____?
- How do/does ____?
- What did you observe ____?
- What else can you tell me about ____?
- What does it mean ____?
- What can you recall ____?
- Where did you find that ____?
- Who is/was ____?
- In what ways ____?
- How would you define that in your own terms?
- What do/did you notice about this ____?
- What do/did you feel/see/hear/smell ____?
- What do/did you remember about ____?
- What did you find out about ____?

B

Ask questions to apply or relate:

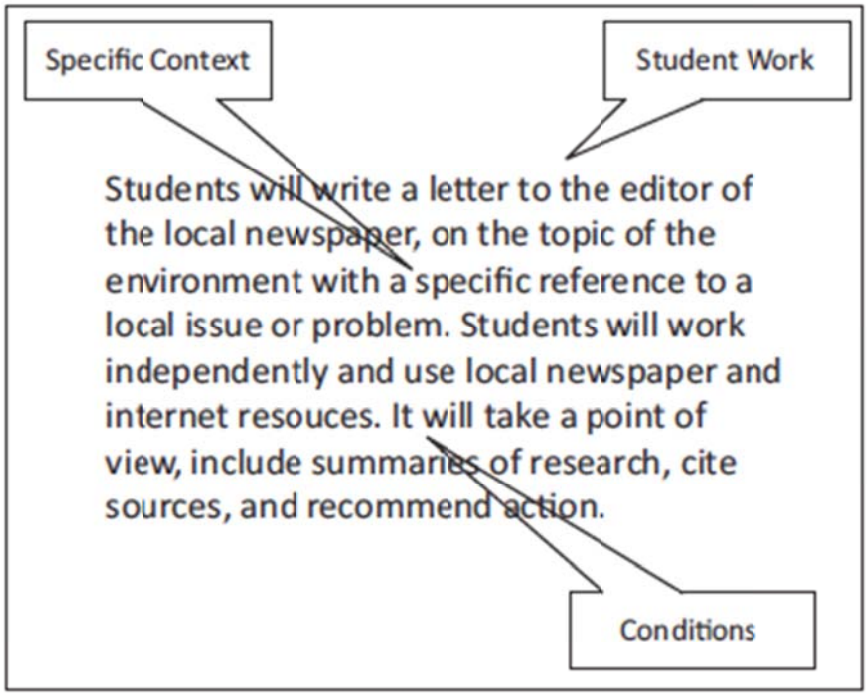
- How would you do that?
- Where will you use that knowledge?
- How does that relate to your experience?
- How can you demonstrate that?
- What observations relate to ____?
- Where would you locate that information?
- Calculate that for ____?
- How would you illustrate that?
- How would you interpret that?
- Who could you interview?
- How would you collect that data?
- How do you know it works?
- Can you show me?
- Can you apply what you know to this real-world problem?
- How do you make sure it is done correctly?

Note: Quadrants B and D involve students "doing" as well as answering questions, but these questions help move students toward increased relevance.

ASSESSMENT HANDOUT#2

Performance tasks include the following:

- Student work that will be produced or performed
- Specific learning context
- Conditions (often real world) under which the work will be done:
  - Group or individual work
  - Resources needed
  - Setting where students will complete the work



ASSESSMENT HANDOUT # 3
QUAD A LEARNING EXPERIENCES
ENGLISH LANGUAGE ARTS

MATH

ELEMENTARY

Quadrant A Acquisition

- Create a drawing, picture, sign, or other graphic to represent a word or concept.
- Put words together in sentence format.
- Retell stories.
- Respond to oral directions.
- Participate in word games.
- Develop outlines from a nonfiction presentation.
- Memorize spelling words.
- Create a list of commonly misspelled words.

Quadrant A Acquisition

- Explore likenesses and differences of objects (color, shape, size).
- Sort and classify objects, such as buttons, blocks, and bottle tops.
- Use color counters to solve simple computational problems.
- Divide objects to illustrate whole, half, third, and quarter.
- Construct shapes and patterns with craft sticks.
- Memorize multiplication tables.
- Find the lines of symmetry in letters of the alphabet and numerals.
- Use pegboards to discover multiplied

MDDLE LEVEL

Quadrant A Acquisition

- View movies that depict human emotions and behaviors.
- Label parts of speech in sentences.
- Look up the definition of the "word of the day."
- Use library reference tools.
- Give oral directions.
- Read nonfiction or historical literature.
- Locate and describe technical writing.

Quadrant A Acquisition

- Select computational operation to solve word problems.
- Calculate volume of regular solids.
- Measure angles with a protractor.
- Find and measure the sides and angles of a right triangle using the Pythagorean theorem and trigonometric ratios.
- Organize and display collected data, using tables, charts, or graphs.
- Use basic properties of equality to

HIGH SCHOOL

Quadrant A Acquisition

- Practice SAT vocabulary words.
- Select books and read to younger children.
- Read important works of literature.
- Give an extemporaneous speech.
- Learn several graphic organizers.
- Use word processing outlining and table tools.
- Write an essay on an historical topic.

Quadrant A Acquisition

- Distinguish rational from irrational numbers.
- Simplify, factor, and compute polynomials.
- Solve and graph linear equations.
- Create and solve factorial expressions for permutation problems.
- Construct and solve for unknowns in ratio problems.
- Compute numbers with scientific notation.
- Predict the probability of events using

ASSESSMENT HANDOUT#4

Product List by Quadrant

One way to identify the current levels of rigor and relevance as well as raise those levels is to reflect on the verbs used in test questions and the products that comprise student work. The following is a list of products linked to each quadrant. These products are not always perfect indicators of the level of rigor and relevance, but they often can be used to identify the level.

- Products listed in each quadrant are the typical products that students use to demonstrate learning in each quadrant. Also consider the context and work that students are engaged in when determining the level of rigor and relevance.
- Some products can be used in multiple quadrants.
- Products are listed where they are used most frequently.

C

abstract
annotation
blog
chart
classification
debate
essay
evaluation
exhibit
inventory
investigation
journal
outline
plan
report

D

adaptation
blueprint
book
brochure
debate
device
editorial
estimation
invention
lesson
model
new
game
newspaper
play
poem
song
trial
video
website
wiki

A

definition
explanation
list
quiz
answer
recitation
true/false
selection
reproduction
workbook
worksheet

B

collage
scrapbook
collection
data
set
demonstration
interpretation
notes
painting
performance
service
skit
solution
survey

ASSESSMENT HANDOUT #5

Relationship of Assessments to the Rigor/Relevance Framework

Primary = Best Match Secondary = Also Appropriate

Quadrant C Assimilation

Primary
- Extended Response
- Product Performance

Secondary
- Process Performance
- Constructed Response
- Portfolio
- Self-reflection
- Multiple Choice

Quadrant D Adaptation

Primary
- Portfolio
- Product Performance
- Interview
- Self-reflection

Secondary
- Extended Response
- Process Performance

Quadrant A Acquisition

Primary
- Multiple Choice
- Constructed Response

Secondary
- Process Performance
- Extended Response
- Self-reflection

Quadrant B Application

Primary
- Process Performance
- Product Performance

Secondary
- Interview
- Constructed Response
- Multiple Choice
- Portfolio
- Self-reflection

6 5 4 3 2 1

1 2 3 4 5

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SLIDES

Learning Preferences of the Digital Generation

DIGITAL LEARNERS PREFER	MANY EDUCATORS PREFER
Receiving information quickly from multiple multimedia sources	Slow and controlled release of information from limited sources
Processing pictures, sounds, color and video before text	To provide text before pictures, sounds, color, and video
Random access to hyperlinked multimedia information	To provide information linearly, logically, and sequentially
To network simultaneously with many others	Students to work independently before they network and interact
Learning “just in time”	Teaching “just in case”
Instant gratification with immediate and deferred rewards	Deferred gratification and delayed rewards
Learning that is relevant, active, instantly useful, and fun	Teaching memorization in preparation for standardized tests

Gas Bills, Heating Degree Days, and Energy Efficiency

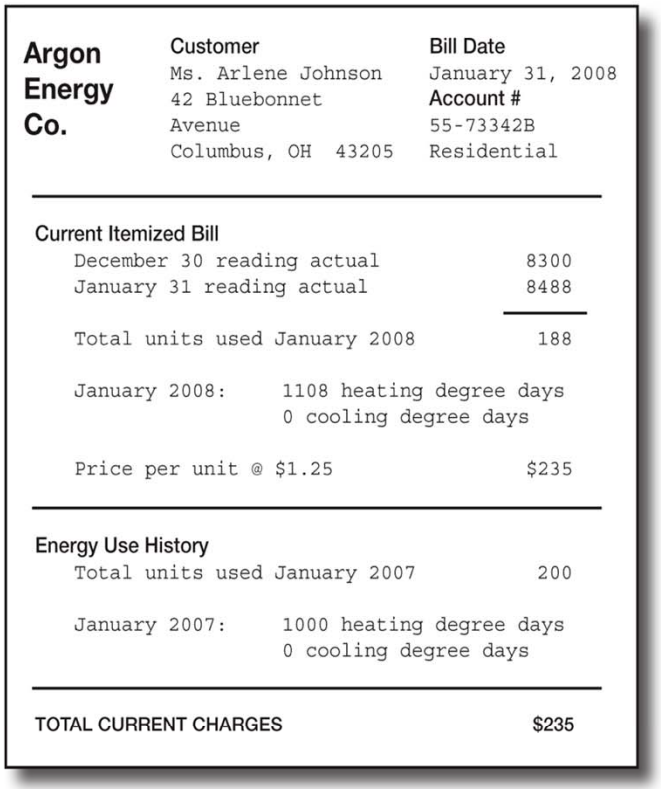
Here is a typical story about an Ohio family concerned with saving money and energy by better insulating their house.

Kevin and Shana Johnson's mother was surprised by some very high gas heating bills during the winter months of 2007. To improve the energy efficiency of her house, Ms. Johnson found a contractor who installed new insulation and sealed some of her windows. He charged her $600 for this work and told her he was pretty sure that her gas bills would go down by "at least 10 percent each year." Since she had spent nearly $1,500 to keep her house warm the previous winter, she expected her investment would conserve enough energy to save at least $150 each winter (10% of $1,500) on her gas bills.

Ms. Johnson's gas bill in January 2007 was $240. When she got the bill for January 2008, she was stunned that the new bill was $235. If the new insulation was going to save only $5 each month, it was going to take a very long time to earn back the $600 she had spent. So she called the insulation contractor to see if he had an explanation for what might have gone wrong. The contractor pointed out that the month of January had been very cold this year and that the rates had gone up from last year. He said her bill was probably at least 10% less than it would have been without the new insulation and window sealing.

Ms. Johnson compared her January bill from 2008 to her January bill from 2007. She found out that she had used 200 units of heat in January of 2007 and was charged $1.20 per unit (total = $240). In 2008, she had used 188 units of heat but was charged $1.25 per unit (total = $235) because gas prices were higher in 2008. She found out the average temperature in Ohio in January 2007 had been 32.9 degrees, and in January of 2008, the average temperature was more than 4 degrees colder, 28.7 degrees. Ms. Johnson realized she was doing well to have used less energy (188 units versus 200 units), especially in a month when it had been colder than the previous year.

Since she used gas for heating only, Ms. Johnson wanted a better estimate of the savings due to the additional insulation and window sealing. She asked Kevin and Shana to look into whether the "heating degree days" listed on the bill might provide some insight.



Argon Energy Co.

Customer
Ms. Arlene Johnson
42 Bluebonnet Avenue
Columbus, OH 43205

Bill Date
January 31, 2008
Account #
55-73342B
Residential

Current Itemized Bill

December 30 reading actual	8300
January 31 reading actual	8488
Total units used January 2008	188
January 2008: 1108 heating degree days	
0 cooling degree days	
Price per unit @ $1.25	$235

Energy Use History

Total units used January 2007	200
January 2007: 1000 heating degree days	
0 cooling degree days	

TOTAL CURRENT CHARGES $235

(*continued*)

a. Assess the cost-effectiveness of Ms. Johnson's new insulation and window sealing. You will need to research on "heating degree days" on the internet. In your response, you must do the following:

- Compare Ms. Johnson's gas bills from January 2007 and January 2008.
- Explain Ms. Johnson's savings after the insulation and sealing.
- Identify circumstances under which Ms. Johnson's January 2008 gas bill would have been at least 10% less than her January 2007 bill.
- Decide if the insulation and sealing work on Ms. Johnson's house was cost-effective and provide evidence for this decision.

Enter response here

Submit

(*continued*)

b. Create a short pamphlet for gas company customers to guide them in making decisions about increasing the energy efficiency of their homes. The pamphlet must do the following:

- List the quantities that customers need to consider in assessing the cost-effectiveness of energy efficiency measures.
- Generalize the method of comparison used for Ms. Johnson's gas bills with a set of formulas, and provide an explanation of the formulas.
- Explain to gas customers how to weigh the cost of energy efficiency measures with savings on their gas bills.

When you have completed your pamphlet, upload it using the button below.

Select a file... Submit

Performance Event drawn from the Ohio Performance Assessment Project.

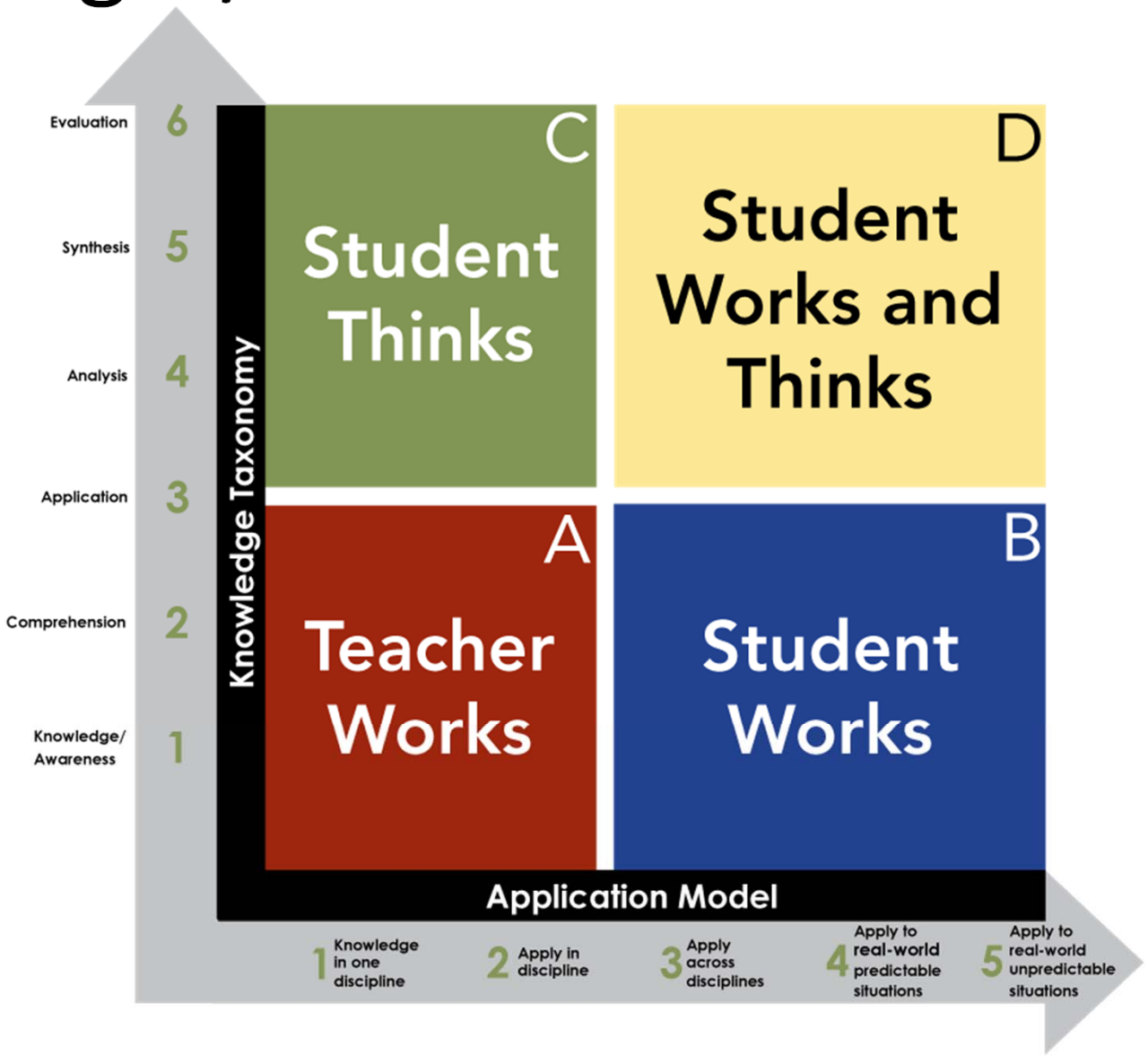
Rigor / Relevance Framework™

Knowledge Taxonomy

Evaluation 6 "Judge the Outcome" **Synthesis 5** "Putting Together" **Analysis 4** "Taking Apart"	**C** **Assimilation** *Students extend and refine their knowledge so that they can use it automatically and routinely to analyze and solve problems and create solutions.* **Student Thinks (Relationships Important)**		**D** **Adaptation** *Students have the competence that, when confronted with perplexing unknowns, they are able to use their extensive knowledge base and skills to create unique solutions and take action that further develops their skills and knowledge.* **Student Thinks and Works (Relationships Critical)**		
Application 3 "Making use of Knowledge" **Comprehension 2** "Confirming" **Knowledge 1** "Information Gathering"	**A** **Acquisition** *Students gather and store bits of knowledge and information and are expected to remember or understand this acquired knowledge.* **Teacher Works (Relationship of little Importance)**		**B** **Application** *Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply appropriate knowledge to new and unpredictable situations.* **Student Works (Relationships Important)**		
Relevance Makes Rigor Happen!	**1** Knowledge in one Discipline	**2** Apply Knowledge in one discipline	**3** Apply Knowledge across disciplines	**4** Apply knowledge to real world predictable situations	**5** Apply knowledge to real world unpredictable situations

Application Model

Rigor/Relevance Framework



Verbs by Quadrant

A	B	C	D
name	apply	analyze	evaluate
label	sequence	compare	formulate
define	demonstrate	examine	justify
select	interview	contrast	rate
identify	construct	differentiate	recommend
list	solve	explain	infer
recite	calculate	dissect	prioritize
locate	dramatize	categorize	Revise
record	interpret	classify	predict
memorize	illustrate	diagram	argue
		discriminate	conclude

Product by Quadrant

A	B	C	D
definition	scrapbook	essay	evaluation
worksheet	summary	abstract	newspaper
list	interpretation	blueprint	estimation
quiz	collection	inventory	trial
test	annotation	report	editorial
workbook	explanation	plan	play
true-false	solution	chart	collage
reproduction	demonstration	investigation	machine
recitation	outline	questionnaire	adaptation
		classification	poem
			debate
			new game
			invention