

CONVOCATION 2005

Williamsburg-James City County Public Schools

Board of Education

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Lafayette High School Auditorium

Williamsburg, Virginia

August 30, 2005

"NEW BEGINNINGS": Veterans & New Faces

- Teachers
 - Guidance Counselors, Librarians, Nurses, Social Workers, Psychologists, Psychometrists, Therapists
 - Support Staff (Bus Drivers; Food Service Workers; Custodians; Maintenance; Secretaries; Aides, Administrative Assistants, other)
 - Assistant Principals
 - Principals
 - Central Office Personnel
 - School Board
-

SERVICE IN WJC

- An Honor & Privilege
- A Public Trust



PERSONAL AGENDA



Only One:

"To enhance student learning and lives."

- Politically "astute," but apolitical
 - The past is the past
 - The future is our opportunity
 - The Southland is home....
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PROFESSIONAL MISSION

Teaching-for-Learning-
for-All

Dignity & Respect

Quality

"Of Service" Actions

Teaching-for-Learning-for- All



□ Without learning, “teaching” is of no consequence.

KEY QUESTIONS:

1. What do we want students to know, do, or understand?
2. How do we know if they don't?
3. What do we do when they don't?

□ “All” means *all*.



DIGNITY & RESPECT

- > Treat others as you would like to be treated.
- > When you don't, apologize [please].
- > Why the above?

The brain “downshifts” when threatened ending optimal productivity where “**team**” is the theme on the job and where “**trust**” is the heart of effective work....

QUALITY



- ❑ “Leaders” do the *right* things (What’s best for kids?)
- ❑ “Managers” do the right things *right*. (How do we best accomplish this for kids?)
- ❑ Pay attention to the content of decisions, *but* also to the process for arriving at them if you want them implemented [well].

KEY QUESTION:

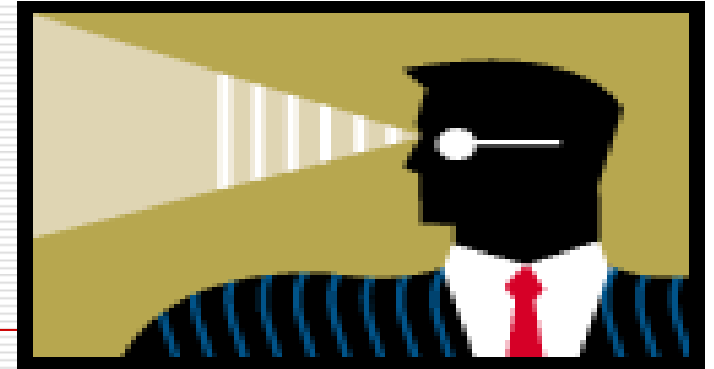
Would I want this for my kid?

"Of Service" Actions



"See others as your '*customer*' providing needed or requested services given that such requests are neither immoral nor illegal nor impossible and are in keeping with the school division's vision and mission."

A Thought on WjC's Vision



- ❑ We will be a National Leader!
- ❑ We will develop potential/meet the unique needs of each and every student!
- ❑ We will provide a safe, challenging, and nurturing environment!
- ❑ We will collaborate with families and our community!

“In order to become all of these things, WE will have to build capacity to “*WORK-ON-THE-WORK*”....defining what the work is and where we are now in relationship to it....”

Some Thoughts on WjC's Mission

- **Lifelong Learning**: *WE* must prepare students to learn throughout life [unconfined to school] so that they can adapt to the many challenges ahead.....
- **Independent Thinking**: *WE* must prepare students to assume the duties and rights which make for a great nation conceived in independence and devoted to democracy.....
- **Responsible Citizenship**: *WE* must support accountability for students and each other within a framework of mutual dignity and respect.....



Professional Values



- "School Improvement"
(Campus Planning & Teams)
 - Long-Range or Strategic Planning
(School Division)
 - Data-Driven,
Research-Based
 - Communication & Collaboration
- **Sufficient Consensus:**
".....after real dialogue about a particular issue has taken place and everyone has been given the opportunity to *state their case and be listened to*, if a small number of people are still not in agreement, such disagreement cannot hold the vast majority from taking action....."

--Bellevue (WA)

Schools

SOME PROFESSIONAL MOTIVATORS



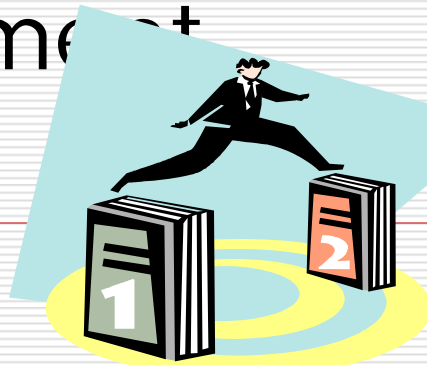
- ❑ **“Stockdale Paradox”**: confront the brutal facts, yet never lose faith – *Good To Great, 2001*
- ❑ **Primary Task of Teachers**: provide work that students engage in and from which students learn that which it is intended they learn; therefore, teachers are *leaders and inventors*, and students are volunteers in terms of their attention and commitment – *Working on the Work, 2002*
- ❑ **Differentiated Instruction**: that which recognizes a common body of knowledge, skills, and understandings, but takes varying routes for each student to master – *Differentiating Instruction in Mixed-Ability Classrooms, 2001*
- ❑ **Three-Dimensional Curriculum**: includes facts and skills, but adds concepts and principles (“big understandings”) – *Concept-Based Curriculum, 2005*

“That students differ may be inconvenient, but it is inescapable.”—Ted Sizer

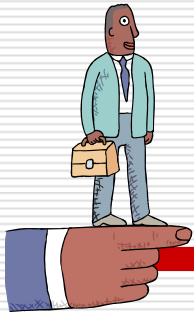
Goal 2 of WjC Strategic Plan: “*WE* will eliminate the achievement gap for all groups of students regardless of ethnicity, gender, socioeconomic background, or other identified subgroups.”

□ **Strategy**
2.3: “Provide staff training that supports eliminating the achievement gap.”

□ **Strategy 2.7:**
“Develop partnerships with community agencies to provide support for eliminating the achievement gap.”



Implementing Strategy 2.7: Big Brothers/Big Sisters & WjC Mentoring Initiative



- It does take a whole village to close the achievement gap!
- Caring & Competent Adult Mentors who: (1) are screened, (2) trained, and (3) committed to 1 hour per week.
- Ruby Payne:"at-risk" students must know there are caring "others"[Kids must know we care, before they care what we know....]

Students with Mentors are:

52% less likely to skip school

46% less likely to use drugs

37% less likely to skip class

27% less likely to use alcohol

Implementing Strategy 2.3: “Provide staff training that eliminates the achievement gap.”

Guiding Questions for Any Staff Training Initiative:

1. What are all students expected to know, do [and understand]?
2. What must teachers know, do [and understand] in order to ensure student success?
3. Where must staff development focus to meet both goals?

N.S.D.C. Standards

- Learning Communities
- Resources (e.g., Time)
- Data-Driven
- Research-Based (e.g., of “scientific-rigor” or teacher-driven “action research)
- Collaboration
- Quality Teaching (RBIS)
- Equity (Cultural Competence)

What We've Learned about "High Quality Staff Development" that Changes Professional Lives and Impacts Student Achievement.....



- ❑ More than "sit and get"!
 - ❑ Relevant to what students need to know, do, or understand
 - ❑ 40% of difference in student achievement in a Texas study of 900 districts attributable to "teacher expertise"
 - ❑ Sustained, intensive, classroom-focused....and is *not* one-day or short-term workshops
 - ❑ Focused on academic content and on how students think about that content
 - ❑ "Collective and reflective" pertinent to what teachers are doing in classrooms
 - ❑ Time-Intensive: one hour per day for professional development....
 - ❑ More than "a menu" of workshops....Need to narrow the scope of what school districts offer to teachers and *use it in a more deliberate way*... ("It's no longer about individuals making choices about whether they want to grow and learn.")
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LET'S COLLECT RBIS FOR OUR STUDENTS!

Staff Development

Focus for

Divisionwide

Professional Staff:

*Classroom Instruction
That Works: Research-
Based Strategies for
Increasing Student
Achievement* by
Marzano, Pickering, &
Pollock, ASCD, 2001

- Knowledge
 - Understanding
 - Practice
 - Reflection
 - Refinement
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Framing the RBIS Initiative



I. **The Research Base (Chap. 1)**

- A. Applying the Research on Instruction: An Idea Whose Time Has Come
- B. Average Effect Sizes (ES) & Percentile Gains

II. **The Strategies**

- A. Homework & Practice (Chap. 5)
 - B. Setting Objectives & Providing Feedback (Chap. 8)
 - C. Reinforcing Effort & Recognition (Chap. 4)
 - D. Cooperative Learning (Chap. 7)
 - E. Identifying Similarities & Differences (Chap. 2)
 - F. Summarizing & Note-Taking (Chap. 3)
 - G. Nonlinguistic Representations (Chap. 6)
 - H. Cues, Questions, & Advanced Organizers (Chap. 10)
 - I. Generating & Testing Hypotheses (Chap. 9)
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Framing the RBIS Initiative cont'd

III. Staff Development: "The WJC Way"

- A. Consistent with Standards of the Nat'l. Staff Development Council
- B. A Process of Professional Development, *Not* an Event (3-Year Focus)

2005-06

- C. A "Common Language" of Research-Based Instructional Strategies (RBIS)
- D. Review Disaggregated SOL Data for Your Subject Area and/or School
- E. A Book Study of Marzano, et al. (Pre-assessment and Session "Follow-Up" Assessments will be provided. These assessments will be developed by individual schools or a school may use the assessments put forth online by the school division.)



Framing the RBIS Initiative cont'd



2005-06

- F. Teachers "Practice" at Least 3 of Marzano's 9 RBIS
 - G. Teachers Show Evidence of "Practice" via Classroom Observation by Administrator and/or Lesson Plan and/or Teacher Portfolio
 - H. Teachers Dialogue/Reflect on "Practice" of RBIS with Peer Colleagues and/or Administrator(s)
 - I. Teachers Observe Others who are "Practicing" the Same RBIS [mini-grant \$]
 - J. Teachers Refine for Next Time RBIS is Used
 - K. Principal Provides Evidence of Observation & Support of Teacher "Practice" of RBIS (per Evaluation Conference with Superintendent and Assistant Superintendent for Academic Services during and/or at Year's End)
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Framing the RBIS Initiative cont'd



2006-07

All steps as in 05-06

Teachers "Practice" at Least 3 "New" RBIS per Marzano, et al. (Now 6 of 9 since 05-06)

2007-08

N. All Steps as in 06-07

Teachers "Practice" at Least 3 "New" RBIS
per Marzano, et al. (Now 9 of 9 since 05-06)

Marzano's "Afterword"



- ❑ **Adequate Modeling & Practice**: schools and districts should provide teachers with training experiences that include effective modeling of strategies, along with substantial time to practice those strategies.
- ❑ **Feedback**: schools and districts must provide teachers with accurate and timely feedback relative to their acquisition of RBIS 📢
- ❑ **Allowance for Differences in Implementation**: there is no single way to implement a RBIS...it depends upon particular needs and context
- ❑ **Celebration**: schools and districts should devote a formal and systematic part of the training to celebrating not only the success teachers are experiencing implementing strategies in their classrooms, but also the sheer effort they are putting into making substantive change in their classrooms.



The Starfish Story



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- ❑ **There once was a wise old man**.....who used to go to the ocean to do his writing. One day as he is walking along the shore, he looks down the beach and sees a human figure moving like a dancer. As he gets closer, he sees that it is a young man and the young man isn't dancing, but instead is reaching down to the shore, picking up starfish, and very gently throwing it into the ocean.
 - ❑ "Good morning! What are you doing?" asks the wise man.
 - ❑ The young man pauses, looks up, and replies, "Throwing starfish in the ocean. The sun is rising, and the tide is out. And if I don't throw them in, they'll die."
 - ❑ "But, young man, don't you realize that there are miles of beach and thousands of starfish all along it. You can't possibly make a difference!"
 - ❑ The young man, listening politely, bends down and picks up another starfish, throwing it into the sea past the breaking waves. Turning to the old man he modestly replies, "**It made a difference for that one.**"