

Helping Low-performing Schools to Improve

**Linda Forward, Office of Improvement and
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Education**

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- **Michigan's Statewide System of Support**

- Provides support for all schools
- Begins with supports such as:
 - Common Core State Standards
 - Common Assessments
 - Special Education Services
 - School Improvement Tools

MI-Excel

- **Mi-EXCEL**

- Adds supports for those schools facing challenges such as:
 - Title I and Section 31 funds for struggling students
 - Special Education services for students
 - Supports for special populations such as homeless, English language learners, migrant, and other special populations

Mi-EXCEL

- **Supports for Title I schools not making AYP:**

- Needs Assessment
- Process Mentors
- Coaches
 - Leadership
 - Instructional
 - Data
- Financial support:
 - ISDs with identified schools - \$70,000 - \$150,000/school
 - Identified schools - \$30,000 - \$45,000
- SIG: for those most seriously affected – up to \$2 million/year for three years

Mi-EXCEL

How do schools improve?



- Principals and teams determine the success of improvement efforts
- Student learning and achievement improve **AFTER** instructional quality improves
- Leadership coaches increase the effectiveness of external supports

How do schools improve?

Achievement Gap Initiative



Five steps to becoming exemplary:

- 1. Responsibility to lead the change process**
- 2. Mission statements and focused priorities**
- 3. Strategies and plans for high quality adult learning**
- 4. Clear and useable criteria for judging quality work**
- 5. Skillful and relentless implementation**

Components vs. Outcomes of Professional Development

Training Components	Training Outcomes		
	Knowledge of Content	Skill Acquisition	Implementation
Presentation/ Lecture	10%	5%	0%
Plus Demonstrations	30%	20%	0%
Plus Guided Practice	60%	60%	5%
Plus Site-Based Coaching	95%	95%	95%

Source: From Student Achievement Through Staff Development by Joyce & Showers, 2002



5D Assessment

The better leaders see, the better they are able to lead.

Assessing leaders' ability to analyze classroom instruction

In order to provide teachers with targeted, thoughtful professional development and support, leaders need to know what constitutes high-quality classroom instruction. To help leaders develop this expertise, CEL has developed an online process for assessing leaders' ability to analyze classroom instruction.

The online assessment process is simple and can be performed from any location. Education leaders – superintendents, district office staff, building administrators, coaches, teacher leaders – watch a segment of a videotaped lesson and then respond to a series of questions about what they have observed. Their responses are evaluated by specially-trained instructional leaders, using a rubric that was developed by researchers at the University of Washington in collaboration with CEL project directors.

5 Dimensions of Teaching and Learning (5D)

The 5D rubric identifies 5 dimensions and 13 sub-dimensions of teaching and learning. After evaluating all the assessments, CEL provides comprehensive, in-depth reports assessing leaders' skills within each dimension and sub-dimension and identifying existing strengths and target areas for future professional development.

5D Assessments Reports

"I now have the ability to go into the classroom and look for elements of the teaching practice with a more critical eye. I'm more able to find the leverage point to help a good teacher become a great teacher."

- Principal

▶ [FAQS](#)

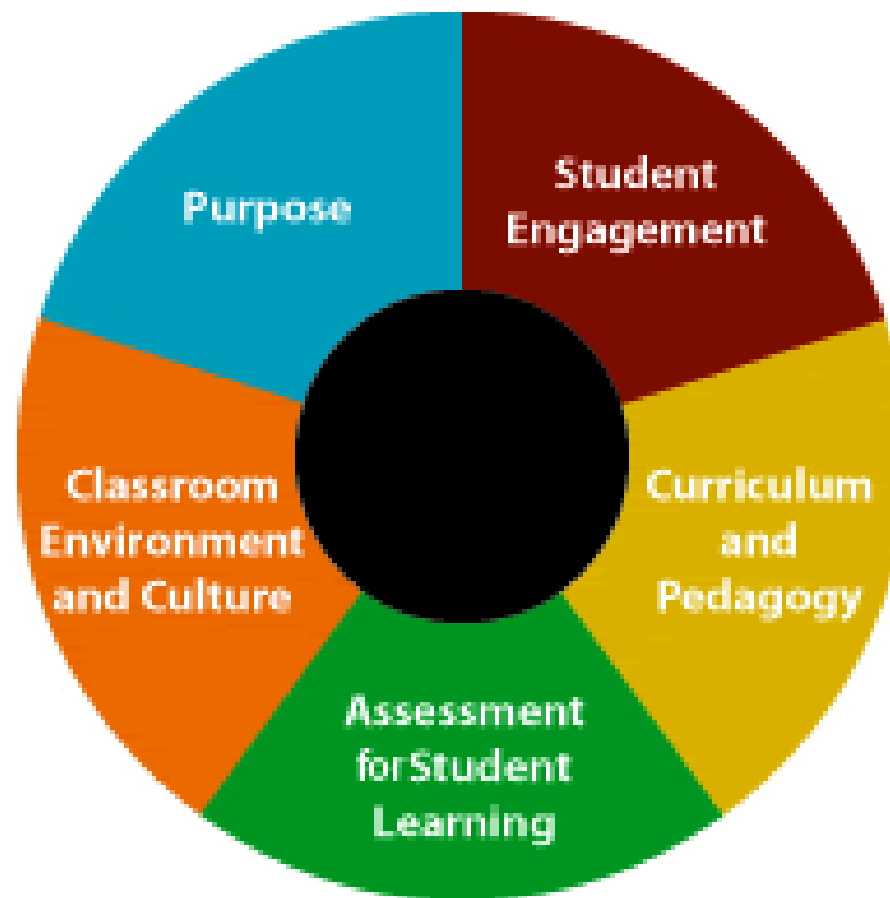
▶ [ORIENTATION SLIDESHOW](#)



Services

- Custom-Designed
- ▶ Subject Matter
- ▼ 5 Dimensions
 - Bringing the 5 Dimensions of Teaching and Learning to the Classroom
 - Pilot 5D: Focus on Purpose
- Central Office Transformation
- ▶ Coaching
- Proficiency Project
- Register Now

5 Dimensions of Teaching and Learning



"If I were still a building administrator and could only afford one PD during 2009/10-- this would be it. I am confident, based upon 30+ years of doing and observing, this PD would provide the biggest return on the investment through a real and measureable positive impact on instruction and learning."
-Superintendent

Michigan Principals Fellowship



Michigan Coaches Institute &
Michigan Principals Fellowship



Coaching 101

Michigan Principals Fellowship



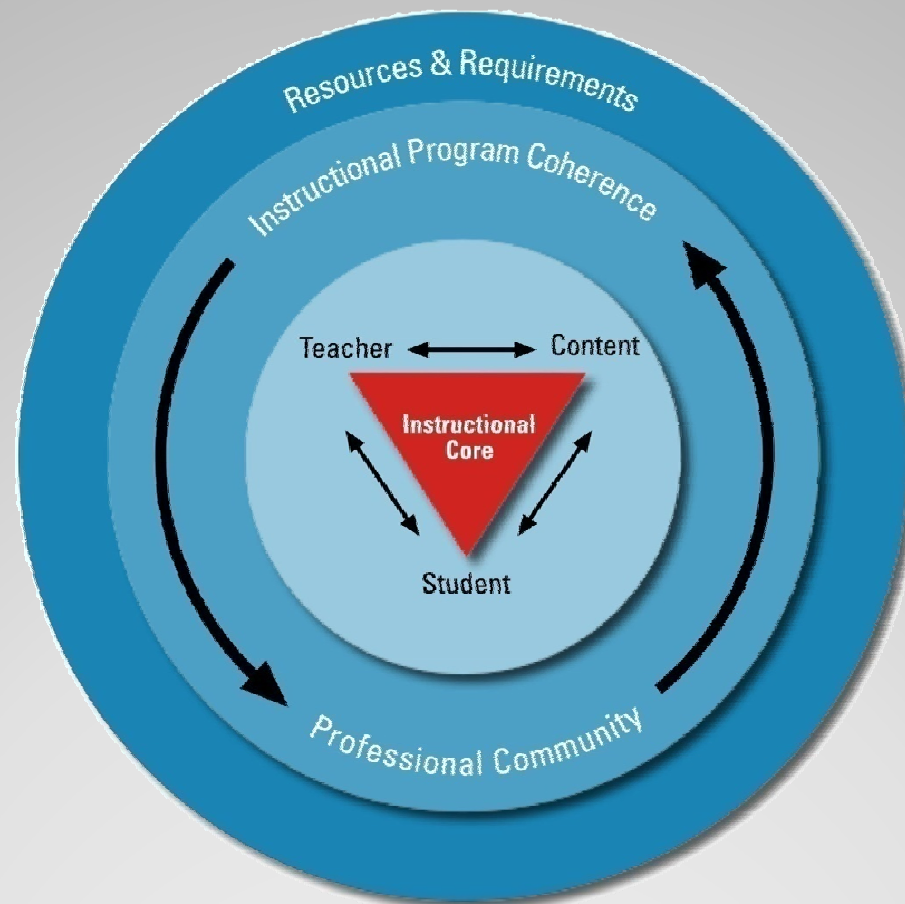
**Michigan Coaches Institute &
Michigan Principals Fellowship**

MPF Overarching Goals

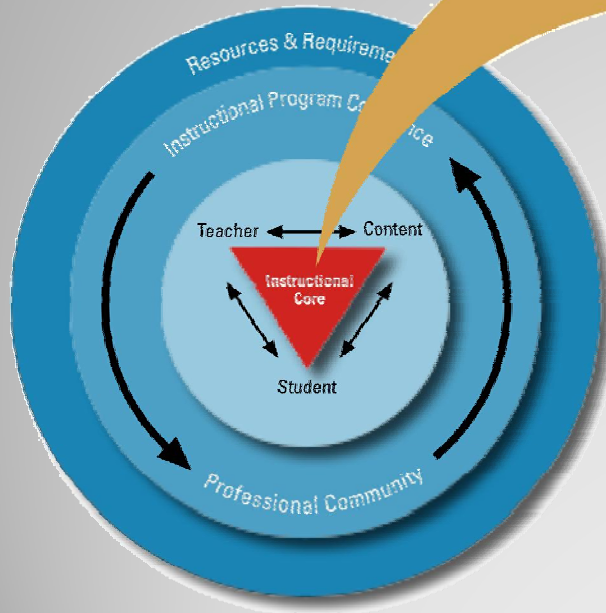


- Foster professional learning designed to improve instruction that results in increased student achievement
- *Build capacity and improve the coherence* of instructional programs and professional community
- Strategically leverage resources and requirements

Leadership for Coherence Framework



Classrooms: Instructional Core



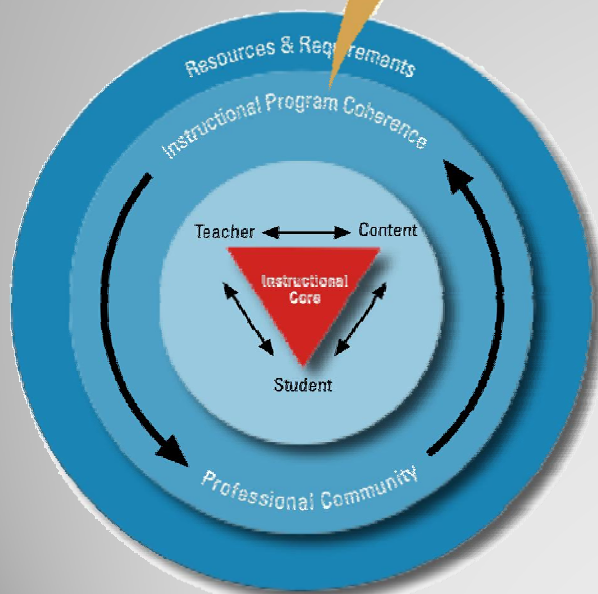
Instructional Core

The interactions of teachers and students in the presence of content

So what?

The only way to improve the quality of teaching and learning is through improving the core

Schools: Instructional Program Coherence



Instructional Program Coherence

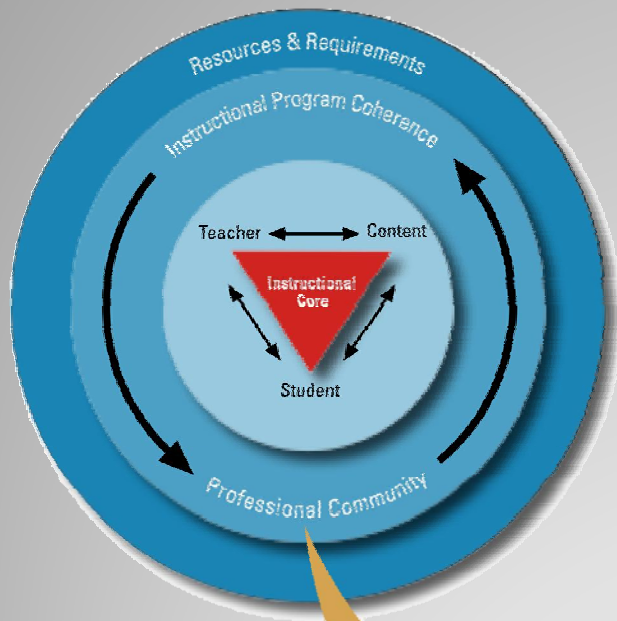
Determined by the degree of alignment between

- 1) goals,*
- 2) instructional frameworks (curric, assmt & instrctl strategies) and*
- 3) professional development*

So what?

Research consistently demonstrates that IPC is necessary for sustained improvements in student learning

Schools: Professional Community



Professional Community Driven by

- 1) common values & commitments,*
- 2) shared norms & behaviors and*
- 3) the quality relationships & the presence of trust*

So what?

*Systematic improvement
requires on-going
professional learning,
which depends on the
presence of community*

Environment: Resources & Requirements



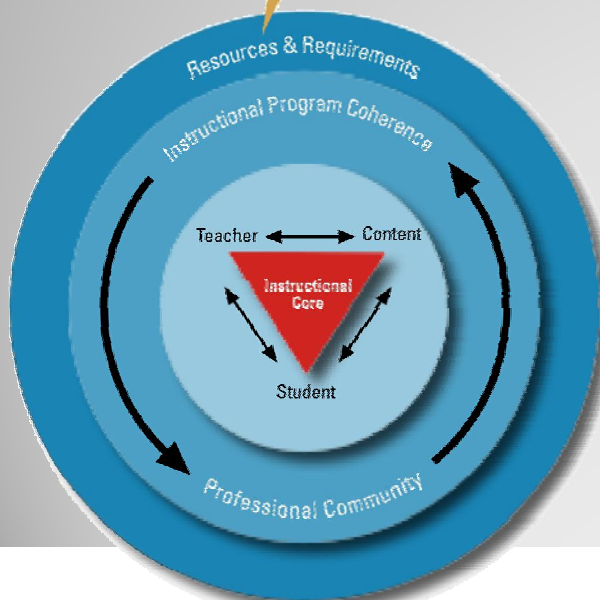
Resources & Requirements

Demands and opportunities from

- 1) central office, MDE, Title I,*
- 2) professional & commercial organizations and*
- 3) parent & community groups*

So what?

Being responsive is not enough—school leaders need to manage and leverage resources and requirements in their school context





January Institute Recap

Recap of the MPF Institute for Jan 22/23 and 29/30 ...



January
Institute Recap



7th iNet
International
Conference



Jon Saphier
Recap
December 8,

EVENTS

INet International Conference

Begin: 02.14.2011, 08:30

MCI Workshop CANCELLED! - cancelled

Begin: 02.17.2011, 09:00

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LATEST NEWS



DPS vows 'swift action' in alleged grade-fixing

Tampering in district is 'significant,' says teachers union chief Jennifer Chambers / The Detroit News

Detroit — Officials at Detroit Public Schools are investigating

CELEBRATIONS

Andrew Rynberg Monday, August 30, 2010



Andrew Rynberg, Leadership Coach, discusses the change process that occurs

[Read More](#)

www.michiganprincipalsfellowship.org



Welcome and Introductions

Dr. Barbara Markle
Assistant Dean for K-12 Outreach

Linda Forward
Director, Office of Education Improvement and Innovation
Michigan Department of Education

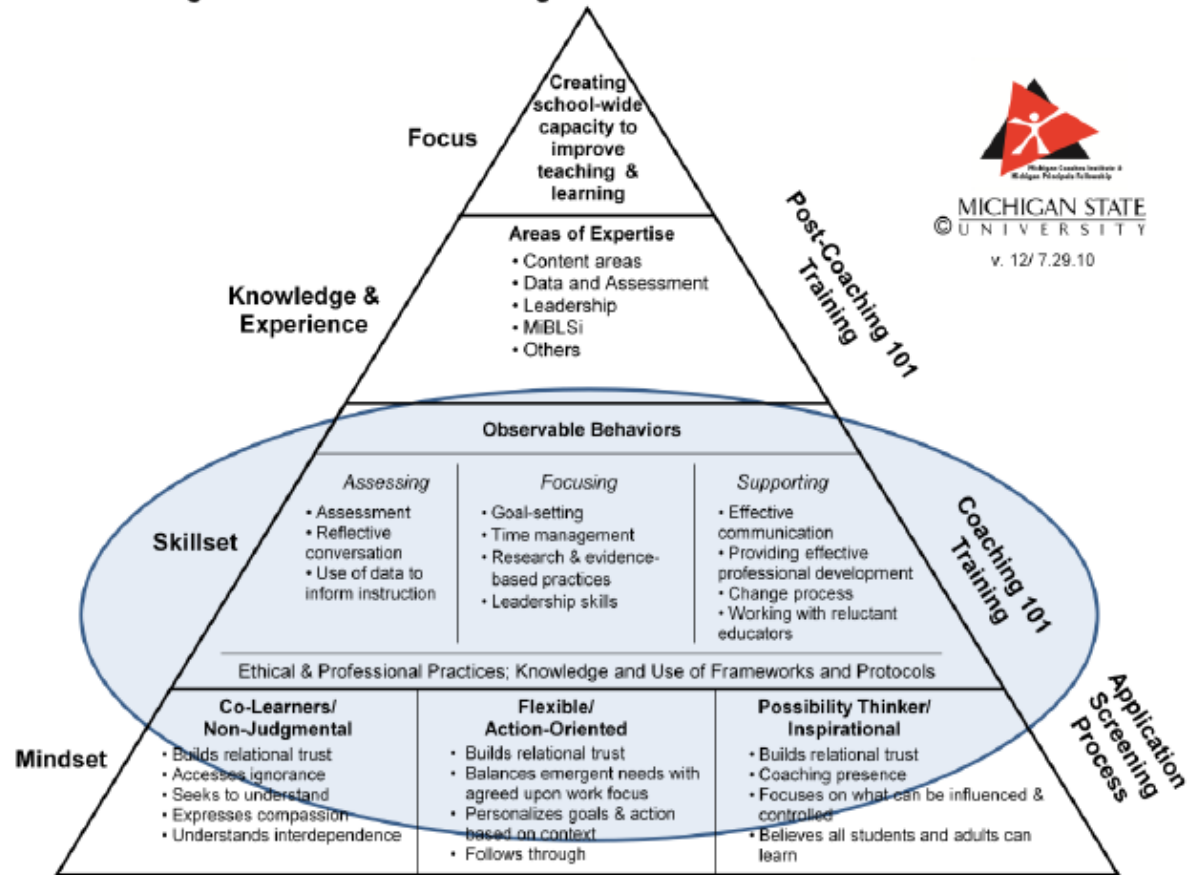
Dr. Diane Jackson
Program Director, Coaching 101
& Michigan Coaches Institute

Office of K-12 Outreach
MSU College of Education



Building a Professional Knowledge Base for All Michigan Coaches

Building a Professional Knowledge Base for New Instructional Coaches





Coaching 101 - Educational Coach

Problem of Practice

Educational coaches bring to their work different understandings of the fundamentals of coaching and its practices. Their collective impact can be experienced as incoherent and less effective by those they coach.



www.micoaching101.org



Effective coaching for school improvement in Michigan

[Home](#) [About](#) [Training](#) [Events](#) [Coaches Academy](#)



5D Assessment Orientation

Review Powerpoint Below:

This online orientation will introduce the 5D Assessment process and our goal and purpose for participating in this assessment.



Foundational Training Sessions

Sessions held in January, March, and May

These sessions will be offered regionally in locations across the state in training cycles held in Winter, Spring, and Summer.

[5D Powerpoint](#)

[Register Now](#)

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- [Events](#)
- [Coaches Academy](#)

Coaching 101 is a collaborative effort funded by a grant from the Michigan Department of Education to Michigan State University to build a professional knowledge base for all Michigan coaches and increase programmatic coherence among the various coaching roles so all coaches can effectively and productively work together on behalf of the schools they support. The purpose of Coaching 101 is to extend each coach's understanding of the fundamental knowledge, skills, and dispositions of effective coaching in order to support improved instruction and increased student achievement.

Successful completion of *Coaching 101* will be required of all Leadership, Instructional, Data, and Formative Assessment

• Redesign Under Way

◦ Issues we face:

- Funding
 - Half of what we have had in the past
- Schools to be served
 - Changes in cut scores impact numbers of schools
- Some changes this year – majority next school year

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QUESTIONS?

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