

Endless Possibilities


Meeting Our Moral Responsibility
for Every Child

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“Teachers and students go
hand-in-hand as learners...or
they don’t go at all.”

—Roland Barth (2001)

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Workshop Norms

- Start on time, end of time
- Be **honest** and respectful
- We will not use “I think...” or “I like...”
- Focus on what we can do

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Our Mission

To assure high levels of learning for all students!



Our Challenge

We must begin to think differently.

And to think differently, we must start by asking the right questions.



The **Wrong** Questions...

How do we raise our test scores?

How do we implement _____ ?


How do we get better parents?

How do we get better students?




The Right Questions...

- What do we want for our children?


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The Right Questions

- What do we want for our children?
- What do our children need?

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Today, our economy is not based on agriculture and industry, but information and innovation.

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Agricultural Jobs in America

In 1870, half of the U.S. population was employed in agriculture.

As of 2006, less than 1% of the population is directly employed in agriculture.



U.S. Manufacturing Jobs

1950: 34%

2002: 13%

—USA Today
(www.usatoday.com/money/economy/2002-12-12-manufacture_x.htm)




Never in our nation's history have the demands on our educational system been greater or the consequences of failure as severe.

Beyond the high-stakes school accountability requirements mandated by state and federal laws, the difference between success and failure in school is, quite literally, life and death for our students.




Today, a child who graduates from school with a mastery of essential skills and knowledge is prepared to compete in the global marketplace, with numerous paths of opportunity available to lead a successful life.

Yet, for students who fail in our educational system, the reality is that there are virtually no paths of opportunity.




Our Mission

To assure high levels of learning for all students!




What do we mean by high levels of learning?




“The high school diploma has become the ticket to nowhere.”

—James Waller, *Face to Face: The Changing State of Racism Across America*




What do we mean by high levels of learning?

High School + Plus



The Right Questions

- What do we want for our children?
- What do our children need?
- What is our current reality?



Our Dilemma

Our traditional U.S. school system was not designed to ensure that all students learn at high levels!



"Formula for Learning"

$$TI + T = L$$

Targeted Instruction + Time = Learning



Traditional Schools

$$TI + T = L$$

Targeted Instruction + Time = Learning

\downarrow \downarrow \downarrow
 Constant + Constant = Variable



Highly Effective Schools

$$TI + T = L$$

Targeted Instruction + Time = Learning

↓

Variable

+

↓

Variable

=

↓

Constant

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The Right Questions

- What do we want for our children?
- What do our children need?
- What is our current reality?
- What do we need to do?


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We know what to do!


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“There are simple, proven, affordable structures that exist right now and could have a dramatic, widespread impact on schools and achievement—in virtually any school. An astonishing level of agreement has emerged on this point.”


—Mike Schmoker (2004)

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Lawrence Lezotte

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Michael Fullan

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Robert Marzano

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Milbrey McLaughlin

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Doug Reeves

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Rick DuFour

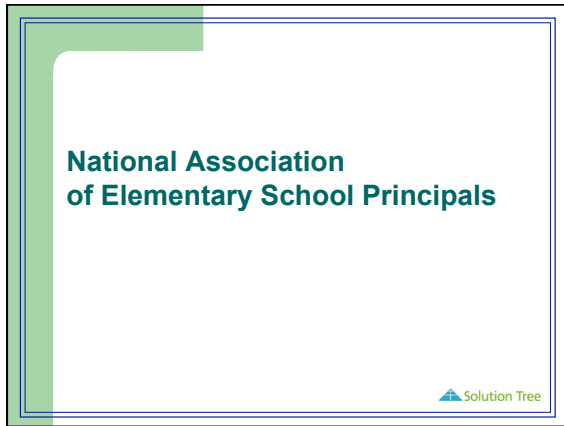
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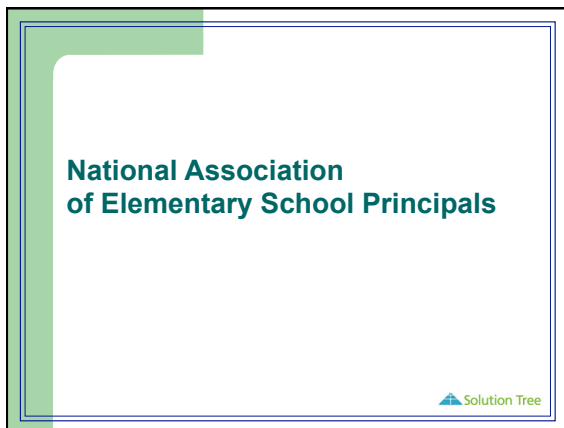
Rick Stiggins

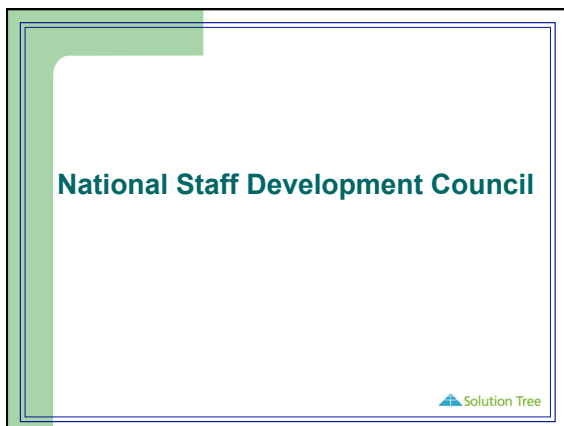
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John Hattie


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National Board of Professional Teaching Standards



National Commission of Teaching and America's Future



NEA
AFT
CTA




National Council of Teachers of Mathematics


National Council of the Teachers of English

National Science Teachers Association

American Federation of Teachers




5 Essential Elements...



How?

1. Focus on student learning



Putting Students First:

We accept high levels of learning for all students as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.



Restructure vs. Reculture




How?

1. Focus on student learning
2. Create a collaborative culture




Fundamental Assumption

There is no way
a single teacher has
all the time,
all the knowledge,
and all the skills
to meet the needs
of every child.




Session #2




How?

1. Focus on student learning
2. Create a collaborative culture
3. Clearly define what every student needs to learn.



How?

1. Focus on student learning
2. Create a collaborative culture
3. Clearly define what every student needs to learn.
4. Constantly measure our effectiveness.




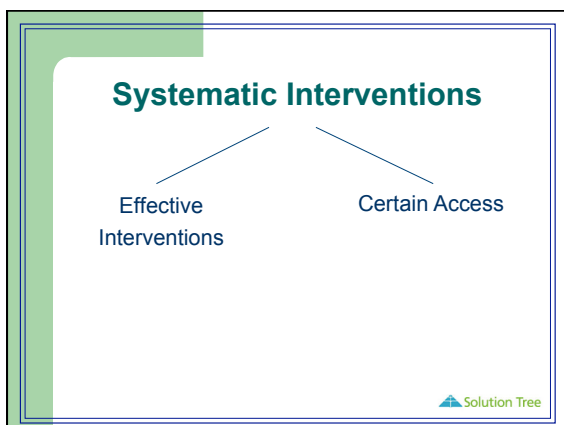
Session #3

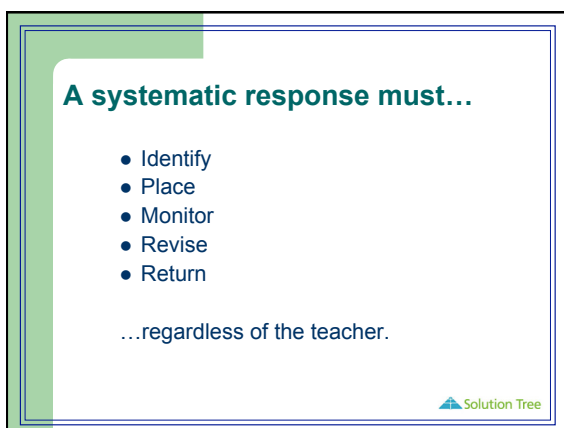


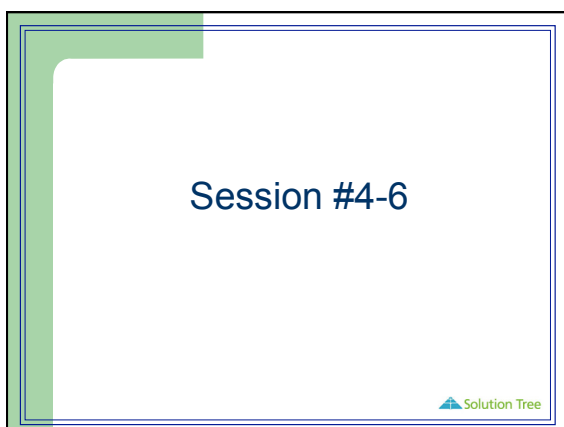
How?

1. Focus on student learning
2. Create a collaborative culture
3. Clearly define what every student needs to learn.
4. Constantly measure our effectiveness.
5. Systematically respond when students need additional time and support.











If we know what to do, then why are so many students failing?




Restructure
vs.
Reculture




“If you intend to introduce a change that is incompatible with the organization’s culture, you have only three choices: **modify the change** to be more in line with the existing culture, **alter the culture** to be in line with the proposed change, or **prepare to fail**.”

—Salisbury & Conner, “How to Succeed as a Manager of a Successful Change Project,” *Educational Technology* (1994)




Buy-In vs. Ownership




Consensus

We have arrived at consensus when all points of view have been heard, and the will of the group is evident—even to those who most oppose it.




We must start by providing a compelling reason to change.


The “why” before the “what”?




Your Homework...




How have you introduced
change on your site?



Your End of Session
Outcomes...



1. Current Reality & Next Steps
2. Essential Standards Chart
3. Learning CPR Alignment Chart



Thank You!

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To schedule professional
development, contact
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at (800) 733-6786.