

	<p style="text-align: center;"><b>LEADING THE IMPLEMENTATION OF A COMPREHENSIVE ASSESSMENT SYSTEM</b></p> <p style="text-align: center;">Lexie Domaradzki REACH Education Consulting June 2, 2011</p>
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<p><b>CORE FUNCTION OF LEADERSHIP</b></p> <p>In the report <i>Investigating the Links to Improved Student Learning: Executive Summary of Research Findings</i> the authors note: "...a critical understanding of leadership recognizes two core functions. One function is to provide direction; the other is to exercise influence" (p. 7).</p>	
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<p><b>SESSION GOALS</b></p> <ul style="list-style-type: none"> <li>● Understand cycles and habitual practice required when analyzing screening data</li> <li>● Understand key ideas in leading the implementation of a comprehensive assessment system</li> <li>● Learn the difference between technical and adaptive changes</li> </ul>	
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<div> <div>NWEA</div> <div>Northwest Evaluation Association</div> <div>Returning to help all kids learn</div> </div> <div> <div>Student Progress Report for</div> <div>SCHOOL</div> <div>Growth is measured from Fall to Spring</div> </div> <div>Student ID: 138497</div>												
Mathematics						Reading						
Season/Year	Grade	Student Score Range	Dist. Avg	Norm Group Avg	Student Growth	Typical Growth	Student Score Range	Season/Year	Grade	Student Score Range	Dist. Avg	Norm Group Avg
W11	8	220-223-226	224	221			25-27-36	W11	8	200-206-211	202	201
F10	8	210-217-220	213	210	-6	8	38-40-50	F10	8	200-212-215	209	210
F10	8	210-217-220	213	210			38-40-50	F10	8	192-198-198	193	193
F10	7	220-228-232	227	229			47-54-62	W10	7	207-210-213	202	217
W09	7	220-228-232	227	229			43-49-58	F09	7	200-206-211	198	210
W09	6	227-234-237	234	231			48-55-63	W09	6	211-214-217	199	214
W09	6	210-213-216	211	210	-4	7	39-46-53	W09	6	199-202-207	197	211
F07	5	214-217-220	213	212			50-57-75	F07	5	197-200-203	196	207
W07	4	204-207-210	205	211	3	9	31-44-48	W07	4	188-201-204	193	204
W07	4	204-207-210	205	208			31-44-50	W07	4	188-201-204	193	204
F06	4	207-204-207	199	203			42-50-64	F06	4	197-200-203	190	200
Mathematics Goals Performance - Winter 2011						Reading Goals Performance - Winter 2011						
Numeration Measurement Estimation & Computation Functions & Relationships Geometry Statistics & Probability						Decode Meaning of Words Literal Meaning / Inferred Summarize / Main Idea / Direct Lit. Elements / Genre / Devices Fact / Opinion / Effectiveness						
Low						Low						

## WHAT SHOULD BECOME HABITUAL PRACTICE WITH ANALYZING DATA?

- 1. Be sure all educators are using the same data displays
- 2. Use the right data display for the right purpose
- 3. Provide instruction on the following when examining common data displays:
  - Label all pieces of information on the data display
  - Discuss what skills are being displayed
  - Discuss what the report is able to show us in terms of target or growth performance
  - Discuss any limitations of the data display

## CYCLE OF DATA ANALYSIS

- Let's examine the Habitual Practice Protocol



CLASS BY RIT, 8 <sup>TH</sup> GRADE- NORMED MEDIAN SCORE= 215 SELECT A STRAND...				
Test Name: Reading Survey w/ Goals 6+ AK V4.4				
	< 191	191-200	201-210	211-220
Decode Meaning of Words			<all students in cell> J. J. (201) L. S. (201) B. P. (195) F. R. (205) O. Q. (208)	<all students in cell> C. H. (198)
Fact / Opinion / Effectiveness		<all students in cell> B. P. (195) C. H. (198)	<all students in cell> J. J. (201) L. S. (201) F. R. (205) O. Q. (208)	<all students in cell> C. H. (198)
Lit. Element / Genre / Device	<all students in cell> C. H. (198) L. S. (201)		B. P. (195) J. J. (201) F. R. (205) O. Q. (208)	
Literal Meaning / Inferred	<all students in cell> B. P. (195) C. H. (198) J. J. (201)		<all students in cell> L. S. (201) F. R. (205) O. Q. (208)	
Summarizes / Main Ideas; Direc		<all students in cell> B. P. (195) C. H. (198) L. S. (201)	<all students in cell> J. J. (201) F. R. (205) O. Q. (208)	<all students in cell> C. H. (198)

To create a PDF report of the chart above, click here [PDF](#)

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SELECT A COMPONENT AREA AND 2-3 ITEMS TO WORK ON...		
<b>Subject:</b> Reading <b>Goal Strand:</b> Student Uses Strategies to Decode Meaning of Words <b>RIT Score Range:</b> 201 - 210		
Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
<b>Concepts of Print, Phonics, Blending Words</b> <ul style="list-style-type: none"> <li>Recognizes words using the hard a sound</li> <li>Recognizes words with similar ending sounds (gh)</li> <li>Identifies words with a long e vowel sound</li> <li>Identifies words with the same vowel sound (diphthong, ai)</li> <li>Identifies words with the same vowel sound (long a)</li> <li>Identifies words with the same vowel sound (long e)</li> <li>Identifies words with the same vowel sound (long o, as in no)</li> <li>Determines which word contains a given number of syllables</li> <li>Divides a given word into syllables (double consonant)</li> <li>Divides a given word into syllables (VCV rule, closed syllables)</li> <li>Divides words containing two adjacent vowels (pronounced separately) into syllables</li> </ul>	<b>Concepts of Print, Phonics, Blending Words</b> <ul style="list-style-type: none"> <li>Identifies words with the same vowel sound -oi, -ou, -er</li> <li>Divides words containing a consonant plus -le into syllables</li> <li>Divides words containing multiple adjacent consonants into syllables</li> <li>Divides words that follow the VCV rule for short vowels into syllables</li> <li>Divides words containing the suffix -able or -ible into syllables</li> </ul>	<b>Concepts of Print, Phonics, Blending Words</b> <ul style="list-style-type: none"> <li>Differentiates examples of words containing long a from words containing the diphthong, similar to male</li> <li>Divides words containing the suffix -able or -ible into syllables</li> </ul>
<b>Word Structure, Derivational Roots and Affixes</b> <ul style="list-style-type: none"> <li>Distinguishes between root words and words with affixes</li> <li>Identifies words that come from the same root or base word</li> <li>Infers the meaning of a base word given the meaning of words containing the base plus prefix and/or suffix</li> <li>Infers the meaning of a word given the meaning of the base word and prefix and/or suffix</li> <li>Names the root word base word found within a large word</li> <li>Analyzes similar words to determine the meaning of a prefix</li> </ul>	<b>Word Structure, Derivational Roots and Affixes</b> <ul style="list-style-type: none"> <li>Analyzes similar words to determine the meaning of a prefix</li> <li>Analyzes prefixes and root words (meaning of each part given) to construct a word with a given meaning</li> <li>Determines the meaning of a word when a prefix of given meaning is attached to that word</li> <li>Gives the meaning of the prefix uni-</li> <li>Gives the meaning of words (meaning of root given) that contain the prefix pre-</li> <li>Selects the correct meaning of a word based on its prefix</li> <li>Selects the correct meaning of a prefix and root word</li> <li>Uses common knowledge to determine the pronunciation</li> </ul>	<b>Word Structure, Derivational Roots and Affixes</b> <ul style="list-style-type: none"> <li>Classifies words as containing Latin roots</li> <li>Recognizes words containing specific Latin roots given only the meaning of that root</li> <li>Analyzes prefix and context to determine the meaning of a word</li> <li>Selects the correct meaning of a prefix and root word</li> <li>Selects the correct prefix to give a root word a given meaning (in-)</li> <li>Uses context to determine the meaning of a prefix (anti-)</li> <li>Uses context to determine the meaning of a prefix (anti-)</li> <li>Uses context to determine the meaning of a prefix (anti-)</li> </ul>

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WHAT QUESTIONS SHOULD WE ASK?	
Target performance	Growth Performance
<ul style="list-style-type: none"> <li>1. What subskills does this report discuss?</li> <li>What is the target performance at this time of year for the given subskills?</li> <li>2. What do you notice about how many students in our grade, class met that target?</li> <li>3. On which subskill did students perform well?</li> <li>4. On which subskill did students perform poorly?</li> </ul>	<ul style="list-style-type: none"> <li>1. What growth do we see from the last screening measure?</li> <li>2. What subskills still need attention in the grade, class?</li> <li>3. What subskills need occasional review to keep them solid?</li> <li>4. What are our growth goals for next screening measure?</li> </ul>

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## LEADING DATA ANALYSIS THOUGHTFULLY...

- What did you notice today about my leadership with these **two reports**?
- What kind of support will folks need to be able to **complete** this process effectively?
- How can we, as the district and building leaders be sure to consider the support needed for teachers to be able to implement the cycle?

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## LET'S LOOK AT ONE AIMSWEB REPORT

- Using this data display, answer the following questions
1. What subskills does this report discuss?
  2. What is the target performance at this time of year for the given subskills?
  3. What do you notice about how many students in our grade, class met that target?
  4. On which subskill did students perform well?
  5. On which subskill did students perform poorly?
  6. What growth do we see from the last screening measure?

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Summary of Impact of Instructional Program											
Elementary School											
Grade 1 ( - Homeroom) : 2010-2011 School Year											
Phoneme Segmentation Fluency											
Fall of 1st Grade to Winter of 1st Grade											
Impact of Benchmark Curriculum™				Impact of Strategic Support Program				Impact of Intensive Support Program			
Students at Benchmark at Fall of Year	Fall PSF Score	Winter PSF Score	Reached Winter Target of 40*	Students at Strategic at Fall of Year	Fall PSF Score	Winter PSF Score	Reached Winter Target of 40*	Students at Intensive at Fall of Year	Fall PSF Score	Winter PSF Score	Reached Winter Target of 40*
WILLIAM	45	60	✓	ROCHELLE	39	46	✓	MARTIN	16	25	
SIERRA	59	60	✓	LEWIS	39	61	✓	ALLIK	9	34	
KAMRON	65	66	✓	JEREMIAH	47	63	✓				
				DAVE	26	43					
				JENILEE	51	66	✓				
				EDWARD	48	68	✓				
				ALYSSA	49	59	✓				
				JUSTIN	30	40					
				CONNOR	31	41					
				DAKOTA	16	65	✓				
				ANGELINA	35	44					
				PERRY	49	47					
				ANVA	40	60	✓				
				ABAYA	50	71	✓				
Average Score	56	62	Count: 3/3 Percent: 100%	Average Score	40	55	Count: 8/14 Percent: 57%	Average Score	13	30	Count: 0/2 Percent: 0%

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### LEADING THE IMPLEMENTATION PROCESS: TECHNICAL AND ADAPTIVE ISSUES

#### ● Video

<http://www.youtube.com/watch?v=DTZEnSvZPqc>

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### RESPONSE TO CHANGE IS EXPRESSED IN THESE CONCERNS

- Information concerns
  - Why we need to make this choice- what do you know that they could know to help them understand?
- Personal Concerns
  - What's in it for me? Can I succeed?
- Implementation Concerns
  - How is this change really going to work? Where do I get help?
- Impact concerns
- Collaboration
- Refinement

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### TECHNICAL AND ADAPTIVE CHALLENGES

- “*Technical problems* (even though they may be complex) can be solved with knowledge and procedures already in hand. In contrast, *adaptive challenges* require new learning, innovation, and new patterns of behavior. In this view, leadership is the activity of mobilizing people to address adaptive challenges-those challenges that cannot be resolved by expert knowledge and routine management alone” (p. 10).

Daloz Parks, Sharon, *Leadership Can be Taught* (2005)

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SORT ISSUES INTO TECHNICAL AND ADAPTIVE	
Technical	Adaptive

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METACOGNITION AND FLEXIBILITY PROTOCOL
<p>● Let's examine the Metacognition and Flexibility Protocol</p> 

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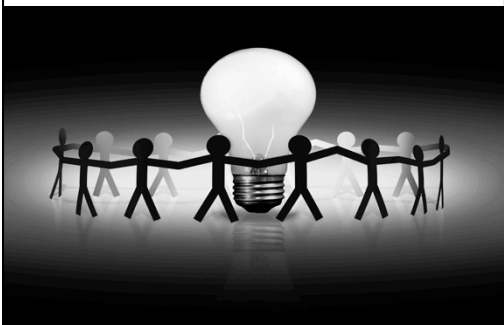
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INSIDE/OUTSIDE CIRCLE


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