Their Minds are in our Hands!

Dr. Alexa Posny
November 14, 2013
Lawrence KS
Little League Umpire

You often have to guess whether the throw to the plate will beat the runner, whether the catcher will catch it, whether the runner will slide under the tag, and whether the catcher will hang on to the ball. And you have to make your call while the pitcher is still in the windup. And, no matter what the call, someone will let you know it’s stupid.

Predicting the Future is like being a…
“Tornadoes are caused by trailer parks.”
What percentage of Americans think they’re funny?

Power of 10
What percentage of Americans think they’re funny?

Power of 10

62%
What percentage of Americans do not consider driving over the speed limit to be breaking the law?
What percentage of Americans do not consider driving over the speed limit to be breaking the law?

Power of 10
What percentage of Americans promise that ten years from now...

We will have helped—
 o every 20th child, who drops out
   o every 10th child, who has multiple risk factors
     o every 8th child, who is mentally or physically challenged
       o every 7th child, who is Hispanic
         o every 6th child, who is black
           o every 5th child, who is poor

every child?
“Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource.”

~ John F. Kennedy

The Promise...
The Promise

“...that no matter what we look like or where we come from or who our parents are, each of us should have the opportunity to fulfill our God-given potential. Each of us should have the chance to achieve the American dream.”

President Barack Obama
“The reason it’s a good idea for kids like Mikey to be with us is because if all the kids like Mikey were in the same class, they wouldn’t get to know many people and we wouldn’t get to know anybody like Mikey.” Jenny

“He needs the same things we do, food and comfort... love... friends... a cozy bed to sleep in.” The Class
Change is a journey, not a blueprint…
Societal Changes

In 1900:
* About 50% of young men left school at 8th grade and farmed

In 1950:
* 20% of jobs were professional
* 20% were skilled
* 60% were unskilled
* 31% were factory jobs

In 2010:
* Less than 2% work on farms yet they feed the nation

In 2010:
* 20% of jobs are professional
* 60% are skilled
* 20% are unskilled
* 18% are factory jobs
Systems Change

From:

* Questions about measures and tests
* Normative, comparative groups of students
* Progress on tests
* CRTs, CBM

To:

* Questions about instruction and student progress
* Successive performance of individual students
* Progress as a result of specific kinds of instruction
* Formative assessments that are standards based

...Opportunity to Learn
Is school a place where teachers teach or a place where students learn?
Students Change
Students Change
Students Change

Wan's a pon a tim ther
was a prensa wan boy
got last ni the woods

Andrew
Dear Dad and Mom
I am learning about compound sentences, and I have $4.65, and I really like you gives a lot. Dad I hope you will come home soon. Mom I hope teaball will start soon, and I love you.

Alek
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Adapted from Dan Reschly, 2006
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Adapted from Dan Reschly, 2006
“From the moment students enter a school, the most important factor in their success is not the color of their skin or the income of their parents, it’s the person standing at the front of the classroom... America’s future depends on it’s teachers.”

~President Barack Obama, 2009
“Teachers matter... A great teacher can offer an escape from poverty to the child who dreams beyond his circumstance.”

~Barack Obama, 2012 SOTU
What We Know…

* The earlier school staff can identify students’ difficulties, the quicker and less expensive the task is to help them catch up

* The longer a student goes without assistance, the longer the remediation time and the more intense the services must be

* The greatest value in balanced and coherent assessments lies in teachers and students making use of results to improve real-time teaching and learning at every turn
“A longitudinal study of 407 students found that 74% of the children whose difficulty in reading was first identified at nine years of age or older continued to read in the lowest quintile throughout their middle and high school years.”
“In the real world, the vast majority of people aren’t ... questioning if a thoughtful system of evaluation and support is needed... They know that evaluation... has failed to support the development of teachers and principals, and that the system is broken...

In the real world, most people are not against meaningful testing. They know we need some kind of test to know if kids are actually learning and to hold everyone accountable, including students themselves...”
What We Need

* Response to intervention
* Personalized learning
* Educator evaluations based on student growth
* Rich assessment systems
* Useful, timely data that drives instruction (e.g., instructional sensitivity)
“Response to intervention is an education reform movement aimed at providing more effective instruction for all students, while reducing the number of students erroneously identified as having a learning disability when all they need is focused instruction to close education deficits.”

“The RTI model includes effective general instruction, frequent progress monitoring of students, and research-based interventions with students who are not mastering the general curriculum.”

Christina Samuels, ED Week, 2013
Personalized learning emphasizes tailoring instruction to meet each student’s individual needs (including the use of accommodations and technology) (Tomlinson, 2000, 2001)

Research has demonstrated that all children can achieve at high levels when provided appropriate supports and instruction

Previously low achieving students with disabilities who struggled in reading and math had significant increases in test scores (Allor et al., 2010; Fuchs et al., 2008; Gersten et al., 2009; Kamps et al., 2008; Mautone et al., 2009; Scammacca et al., 2007; Vaughn, Denton, & Fletcher, 2010; Wanzek & Vaughn, 2010)

Personalized Learning Works

No Dream Denied

“A child, unlike any other,... sits in a classroom today—hopeful, enthusiastic, curious. In that child sleeps the vision and the wisdom of the ages. The touch of a teacher will make the difference.”

Sharon Draper, National Teacher of the Year, 1997
What percentage of teachers will leave the teaching field altogether within the next 7 years?

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Power of 10
What percentage of teachers will leave the teaching field altogether within the next 7 years?

Power of 10

42%
*By 2020, over 440,000 teachers will retire
*55% of new teachers leave within the first five years
*55% of new teachers in DC leave within the first two years
“Leaky Buckets Can’t Hold Water”

Ingersoll found:
* 14% of first-time teachers quit in the first year
* 33% leave within three years
* 50% leave within the first five years

* Five years is the average time it takes for teachers to maximize their students’ learning
What We Need: Useful, Timely Data

A rich, coherent and balanced assessment system that addresses classroom evaluative strategies and interim benchmark assessments so educators and parents can intervene early to improve student learning.
“The seamless coherence among assessments, analysis, and action creates the ideal classroom environment for significant gains in student learning.”

Paul Bambrick-Santoyo, 2008
Advantages of a Balanced and Coherent System

* Assesses the need for instructional assistance in a timely fashion (e.g., NOT a wait-to-fail model)
* Informs teachers and improves instruction because assessment data are collected and closely linked to instructional interventions
* All educators and parents assume an active role in student assessment in the general curriculum
“...the use of data in the U.S. is too often limited to simply measuring short-term gains or placing blame... creat(ing) “perverse incentives” for educators to narrow the curriculum, teach to the test and allocate their efforts disproportionately to students who yield the quickest test-score gains, rather than those with the greatest needs.”

Andy Hargreaves, the Thomas More Brennan Professor and Henry Braun, the Boisi Professor of Education and Public Policy, both in the Lynch School of Education.
Data-Driven Improvement and Accountability

“The purpose of data is to support, stimulate and inform the judgment that is necessary for educational improvement and accountability... educators can and should be guided and informed by data systems; but never driven by them.”

Andy Hargreaves, the Thomas More Brennan Professor and Henry Braun, the Boisi Professor of Education and Public Policy, both in the Lynch School of Education.
“The ability of a test to differentiate between well taught and poorly taught students represents the test’s *instructional sensitivity*...

...the degree to which students’ performance on a test accurately reflect the quality of instruction specifically provided to promote students’ mastery of what is being assessed.”

W. James Popham
Paradigm Shift... Instructional Sensitivity

“I used to do a lot of explaining, but now I do a lot of questioning.

I used to do a lot of talking, but now I do a lot of listening.

I used to think about teaching the curriculum, but now I think about teaching the student.”

-A Teacher
Unresolved Issues

* Amount and impact of testing time
* Valid results justifying high-stakes applications
* Ability to sustain the effort fiscally
* Ready on time
* Lead to teaching a rich, engaging, comprehensive curriculum for all students
We must be pioneers, not victims...
“Many things can wait; the child cannot. Now is the time his bones are being formed, his mind is being developed. To him, we cannot say tomorrow; his name is today.”

Gabriela Mistral
Students, we promise...

* You will acquire the essential knowledge and skills you need
* Your learning will be carefully monitored
* You will be given multiple opportunities to demonstrate your learning
* You will promptly receive extra time and support if you experience difficulty in learning
* Your teachers will clarify the standards they will use in assessing the quality of your work
* You will be beneficiaries of educators who have promised to work together to use the practices that have a positive impact on your achievement
Their minds are in our hands.
Thank you!