

W I N T E R 2 0 2 0

SAU 61 Office of Curriculum Curriculum Matters

Misty McBrierty Ed. D
*A Boss has the Title, a Leader has
the People*
-Simon Sinek

The Why?

People don't buy what we do... they buy "Why" we do it. As we begin to embark on creating a strategic design with our community it is important that we begin marketing and getting information to our community on the most up to date research on learning and motivation. Often the misconceptions are what cause controversy and an inability to collaborate to design think and create together. Shifting mindsets can be the most challenging part for any leadership team. There are some great leadership Gurus out there but Simon Sinek is a favorite. Here is a link to a Ted Talk with Simon.

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshere



Know Thy Impact

This month's curriculum update is focusing on knowing our impact on our learners as individuals and as a system. The update will also provide some research and resources on what we know about motivation. Learner engagement and motivation often is misunderstood. Highly effective classrooms and systems provide a culture and conditions that fosters intrinsic motivation through the explicit teaching of strategies for a learner-centered system. Researchers John Hattie and Daniel Pink are featured this month.

Winter 2020 Tasks/Events/Updates

HW PD

January 9th

Thinking Skills
Training at Henry
Wilson.

Seacoast CIA

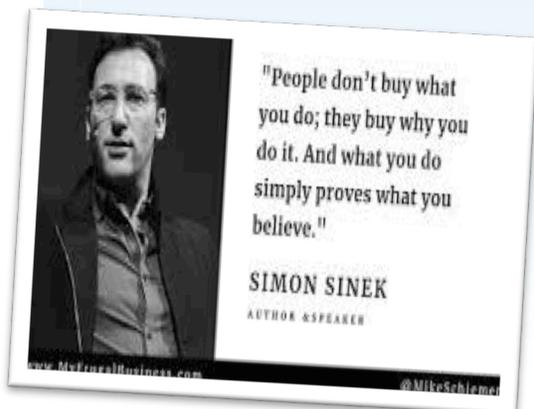
January 16th

Seacoast Curriculum
Meeting in Sanborn,
NH

District PD

January 29th

This day involves
choice sessions for
teachers, planning
time, and building level
work



Grants (Title I, Title IIA, Title IV) Grant Update...Featuring Title IV

Title IV Purpose: New Hampshire Title IV-A Program is designed to support the New Hampshire vision of competency based education and personalized learning in the context of preparing students for the future. This can be accomplished through increasing student opportunities for a well-rounded education, developing and maintaining safe and healthy students, and effectively using technology to increase opportunities for digital learning and teaching. The DOE provides great resources for this here are some links to the toolkit and the DOE site:

<http://www.nheon.org/titleiva/>

https://www.education.nh.gov/instruction/integrated/title_iv_a.htm

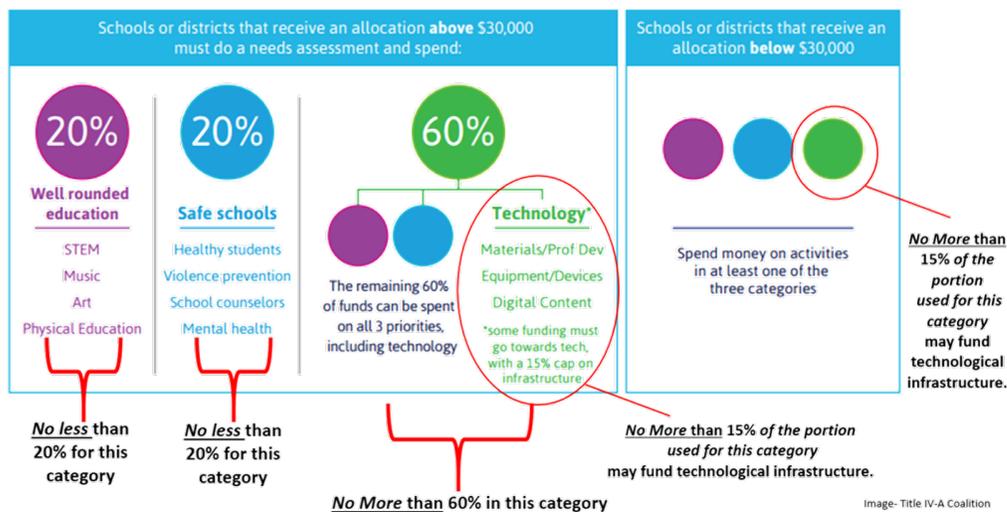
Our Title IV grant is still in progress. We need to decide how we want allocate those funds under the guidelines. We have lots of goals and priorities so we will work together as a leadership team to make the most of this grant.

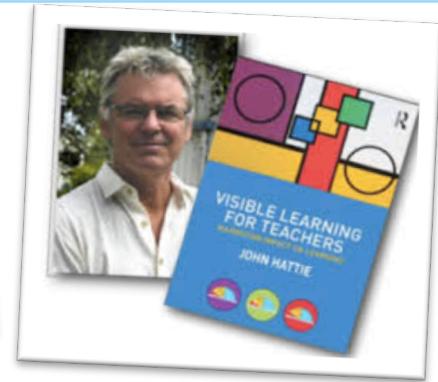
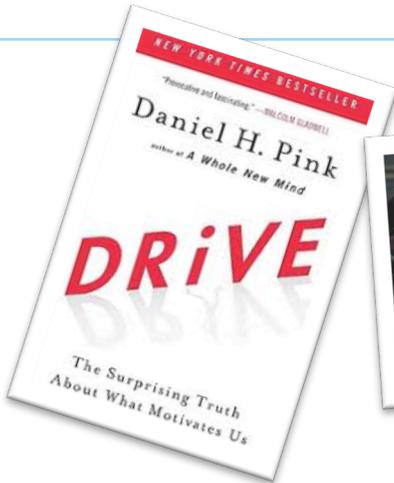
A special thanks to Stan for coming to the Seacoast Curriculum Meeting to answer questions about Title IV as his expertise and experience is very helpful.

3 Buckets Title IV Requires Funding to be Used for...

If Allocation is greater than \$30,000:

If below \$30,000:





Creating the Conditions for Intrinsic Motivation and High Impact on Learning

Motivation and engagement is a continuous topic that plagues many practitioners as often the research behind motivation is misunderstood and our systems are generally in conflict with what research says is best practice in providing the conditions for intrinsic motivation to flourish. Intrinsic motivation and engagement leads to much higher productivity and achievement by all learners, children to adults in school organizations.

The two researchers I am featuring have had a great influence on helping us to figure out what matters in motivation and high impact on learning in schools and in life. Daniel Pink has

done extensive research on Drive. His book Drive is an excellent read and helps give perspective on what actually motivates us. John Hattie in recent years has done a lot of work with visible learning and what has the highest impacts on student achievement. Here is a link to a Ted Talk with John and also a link to his charts on the 256 Influences on Student Achievement.

Ted Talk: <https://youtu.be/rzwJXUieD0U>

Link to Hattie's Research and Effect Size Charts: <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/#comment-10997>

Daniel Pinks Ted Talk

The Puzzle of Motivation

Ted Talk Link:
https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

This Ted Talk helps us all understand what Drives us to do creative, innovative, and complex things in our personal lives and world of work. Pink gives us great insights into the research done on motivation in the workplace that directly correlates to what we do in schools. We want all learners to have:

Autonomy, Mastery, and Purpose



Preliminary Work



Preliminary Work

- Address immediate business and organizational issues
- Build leadership capacity
- Build harmonious relationships with staff
- Ensure that the board of trustees understands and supports the reform efforts
- Improve instructional practices
- Seek out research-based practices and outside perspectives
- Engage key stakeholders in a jointly developed strategic design

Now that the board has approved moving forward with the development of a strategic design we are in the process of seeking out consultants to help us with this work. In conjunction with this ongoing planning we are still running our schools and system. One of the areas we are supporting our staff in toward our district goal is improving instructional practices as it is a critical foundational component to any highly effective system. Our data is showing us that this is a priority. Our PD day as well as building level work is focusing in on this at all levels in different ways. The leadership team has worked together to plan out the January 29th PD day and we hope that staff feel honored, engaged, and leave the day feeling they have had productive sessions and planning time.

January 29th Professional Learning Sessions Offered

7:30am-9:05am

- Motivation and Engagement 101
- Eduplanet 21 Learning Paths
- Primex Training Modules
- NGSS Foss Kits K-8
- Social Emotional Learning
- Understanding Behavior Plans
- Creating Lesson Plans in Reading and Math

9:10am-10:50am

- Eduplanet 21 Learning Paths
- Primex Training Modules
- NGSS Foss Kits K-8
- Instructional Design Planning Time
- Exact Paths Support
- Google Classroom K-5
- Reading and Understanding your students IEP's
- Using STAR to support Instruction

10:55am-12:25pm

- Ross Greene CPS Model Overview
- Eduplanet 21 Learning Paths
- Primex Training Modules
- Exact Paths Support
- Google Classroom 5-12
- SMARTBOARD Training
- Coding Across the Curriculum

High School Staff will be working on their NEASC self-study requirements for this PD day. Paras also have a specialized day for their required trainings but we will replicate some of the above options for them on the March Teacher workshop day per their request.

SAU 61 2- year State Testing Data

Understanding State Standardized Testing

The purpose of standardized testing is to see how our system is doing on overall student achievement. This is what we call a lag measure. We can't control the outcome of this but we can control and significantly change the lead measures or levers that will support learners taking this test with far greater success and ultimately improving the systemic data. There are many structural shifts that need to occur to move this boulder. In our current way of traditional school standardized test results won't change significantly. If you look at all the state data the highest free and reduced lunch schools have the lowest standardized test scores and the lowest free and reduced lunch as the highest test scores. This data proves true nationally which is one of the biggest reasons our researchers and education experts are looking to shift to a customized, competency based system that eliminates time based structural barriers, sorting practices, and curriculum structures that focus on the best practices in cognitive development.

The system has to change what leads to higher impact downstream by starting with what can be changed. When we do comparison data it is important to look at this from the perspective of how are we doing against ourselves, not how we are doing in relationship to others. This is why the goal of reaching the top 10% of NH schools doesn't make pedagogical sense with what we know about learning and motivation. We should never use these to compare to others, evaluate teachers or make decisions about individual students. If we are comparing anything with these results we should look at the same group of students from year to year. For example, Grade 3 Math in 2017-18 was at 46% Proficient while the same students in grade 4 2018-19 only 35% of the students were proficient. If we look at trends in data we can make far better systemic decisions about what to change that will yield the highest impact for our students.

As professionals we unpack these assessments to look for trends in different groups (Developmental level, students with disabilities, poverty, etc.). We then look at sub categories within content areas to see if there are specific areas that need more attention than others. For example in math we look at number sense and data as foundational topics along the grade continuum that are critical to other topic areas and more complex mathematics. If those two areas are low than that is an area of immediate focus for instructional decisions as a district.

Researchers in our field like Dr. Marzano have also helped us understand what the trends are in standardized testing and have analyzed the standards and the tests across the country to give us the critical concepts we should focus on in our curriculum structure. Here is a link to that white paper: <https://drive.google.com/open?id=1Wr65PPv3amx4hY-5bmXENsClyjDGBw8l>

Another important group are the students are those who graduated and entered the workforce or began attending college. The best indicator of our systems success is to find out the % of students from our district that go to college and receive a degree and the % of students that successfully enter the workforce. This is a very hard statistic to obtain and ideas on how to gather this data would be welcomed.

Overall standardized testing has its place but should not be over emphasized as there are other more important data points for our compelling score board that should be more visible as they are the lead measures that we control and can show marked improvement in a much shorter amount of time. This data includes: Classroom Assessments, Behavior/discipline data, student survey data, diagnostic assessment tools (STAR), Attendance, # of referrals to special education services, etc.



How do we move the boulder “Standardized Testing” to show systemic improvement in achievement?

Lead Measures (Levers, What we can control): Instruction, Diagnostic Assessment, Classroom Assessment, Behavior data, Attendance, etc

Lag Measures (Boulder, not controllable but predictable): Standardized Testing

Overall Performance on the SAS Summative test, by Subject, Grade: Farmington, 2018-2019

ELA/Reading

Grade	Number of Students Tested	Percent Proficient
Grade 3	56	43%
Grade 4	69	33%
Grade 5	60	45%
Grade 6	64	47%
Grade 7	51	53%
Grade 8	59	25%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	57	51%
Grade 4	69	35%
Grade 5	60	23%
Grade 6	64	23%
Grade 7	51	24%
Grade 8	59	10%

Science

Grade	Number of Students Tested	Percent Proficient
Grade 5	59	25%
Grade 8	59	12%
Grade 11	64	19%

Overall Performance on the SAS Summative test, by Subject, Grade: Farmington, 2017-2018

ELA/Reading

Grade	Number of Students Tested	Percent Proficient
Grade 3	69	41%
Grade 4	66	35%
Grade 5	66	59%
Grade 6	56	43%
Grade 7	60	38%
Grade 8	67	46%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	70	46%
Grade 4	66	24%
Grade 5	66	33%
Grade 6	56	38%
Grade 7	60	23%
Grade 8	67	36%

Science

Grade	Number of Students Tested	Percent Proficient
Grade 5	66	24%
Grade 8	67	22%
Grade 11	53	28%

Hattie's Factor Related to Student Achievement (Updated 2018)



Here are the top 16 High Impact Factors according to John Hattie's newest research:

1. Collective Teacher Efficacy
2. Self-Reported Grades (Students Tracking their own progress)
3. Teacher estimates of achievement (Classroom Assessment)
4. Cognitive Tasks Analysis (Higher Reasoning Process used, higher gains)
5. Response to Intervention
6. Piagetian Programs (These follow the brain's stages of development)
7. Jigsaw Method (Collaborative information gathering and discussion strategy)
8. Conceptual Change Programs (Connecting New Knowledge to prior knowledge with the 4 steps: Identify misconceptions, Create cognitive dissonance, Make clear the correct conception, Have student engage in what teacher has told them)
9. Prior ability to build on
10. Self Efficacy
11. Teacher Credibility
12. Micro-teaching/video review of lessons
13. Transfer strategies
14. Classroom discussion
15. Scaffolding of content
16. Deliberate practice

