

COLLEGE *of* CHARLESTON

PARTNERS FOR
ACCELERATION

Presentation for Center for Partnerships to
Improve Education Conference
Successful Schools: Beating the Odds
March 4, 2009

Imagine a child you care about

- What do you hope for this child's future?
- How can school and classroom environments help him or her achieve this future?
- PFA is designed to help you create these environments.

PFA Core Proposition 1

- Student achievement improves when schools and classrooms encourage the development of a sense of:
 - Accomplishment
 - Belonging
 - Engagement

Core Proposition 2

- Schools and classrooms improve by
 - Developing and using collaborative governance structures
 - Making informed decisions
 - Accelerating student learning
 - Creating cultures that work together to improve all students' lives

PFA Core Proposition 2 in action

- Renee Jannuzzi – 5th grade teacher

Core Proposition 3

- We better understand student learning when multiple data sources are analyzed together
 - Student achievement data
 - School and classroom environment data
- This should occur at the classroom and school levels

At the classroom level: Example from a third grade class

- Available data on student reading
 - MAP
 - Running records
 - Slossan
 - Teacher Grade Level Assessments
- Using data with a human touch
 - A score represents a moment in time
 - A child has a life beyond scores

Consider the case of third grade student A

□ Third Grade MAP Scores

- Fall Median = 192
- Winter Median = 196

□ Student A Third Grade MAP Scores

- Fall = 175
- Winter = 182

What should his teacher do?

- Consider other measures
 - Running Record: 4th grade Winter 2009
 - Classroom Achievement tests: currently on level
 - Slossan at 3.5 grade level in Fall 2008
- Consider influences on his achievement
 - His parents are in the process of a divorce
 - He is unsupervised at home, watching unfiltered TV
 - He seeks adult attention

Help him develop a sense of accomplishment

- Build on knowledge and interests he brings to class
- Constantly acknowledge his completed work, his effort, and his improvement
- Reward him
- Develop a relationship with the child; laughing, joking, smiles, high fives
- Work displayed and shared

Help him develop a sense of belonging

- Make him feel like an important member of the class
- Check on him if he misses school
- Welcome his parents into the classroom
- Create a classroom culture that promotes diversity as a strength

Help him develop a sense of engagement

- Allow students to use technology (e.g., Smart Board, web searches)
- Encourage purposeful movement
- Hands-on activities; flip charts, built mansions (determined costs)
- Group or paired work
- Encourage dialogue, discussion and explanation of ideas

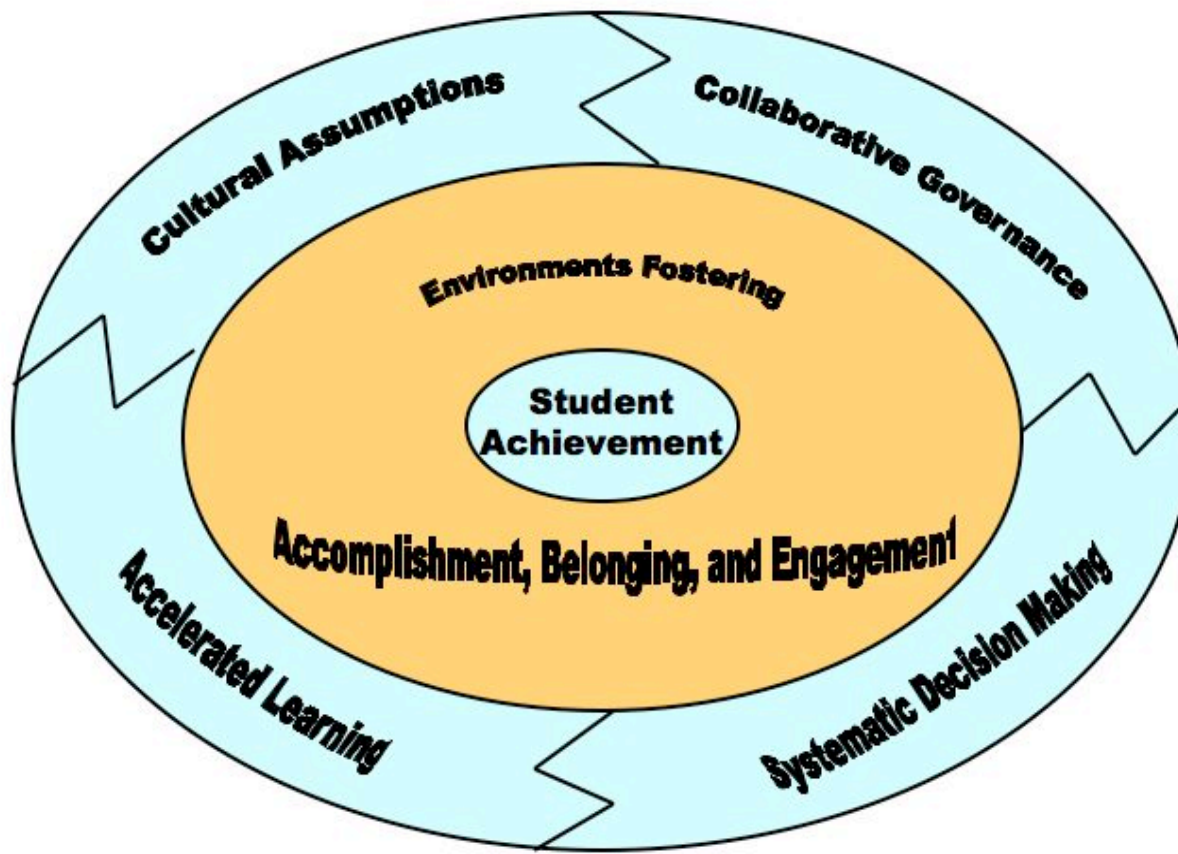
Core Proposition 4

- Build on the strengths of all partners
- Teachers and administrators bring strengths of practice
- Higher education faculty bring strengths of data collection and analysis

Partners for Acceleration creates synergy

- Share concern for students
- We work together for collaborative improvement
- We can use a wide range of data to guide school and classroom improvement

Conceptual Framework



Outcomes

- Improved student achievement and identity development
- Improved environments
- Structures, processes and strategies working together

Services provided by PFA

Level 1

Data collection

- Student data on achievement, accomplishment, belonging, and engagement
- Home, school and classroom environment data
- Classroom practices

Data analysis

Reporting

Data Collected

- Student level data
 - MAP scores (provided by district)
 - Student self-report survey
 - Teacher rating of students
 - Student narratives

- Home, classroom, and school data
 - Teacher, parent, non-classroom educator surveys
 - SDE Climate Survey
 - Classroom observations

Data Analysis

- Student level data
 - Analysis in relation to Accomplishment, Belonging and Engagement
 - Correlations between student survey, teacher rating, MAP scores
- School, classroom and home environments
 - Analysis in relation to Accomplishment, Belonging, and Engagement
 - Observations correlated to MAP gains

Data Reporting

- Summary data
 - Data provided to describe six dimensions of Accomplishment, of Belonging, and of Engagement
 - Dimensions organized by findings
 - Strengths
 - Mixed results
 - Challenges
- Supporting data
 - Data from multiple data sources

Sample Summary Report

□ **ACCOMPLISHMENT**

■ ***Strengths***

■ ***A1. Students use prior knowledge and skills during active knowledge construction***

Data indicate that this dimension is a strength in your school. Students in all of the classrooms we observed used prior knowledge as they actively constructed new knowledge. In survey responses, students display confidence that they use what they know to learn new things and that they are good at working with friends to solve problems. Adults (teachers, non-classroom educators, and parents) encourage this dimension in relation to academics, but they indicate concern about students' ability to use their social skills to solve social and behavioral problems.

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Student Self-Report Survey Accomplishment Dimensions

yes

some
times

no



A1. I am good at working with
my friends to solve problems

66%

33%

3%

A1. I use what I already know to
learn new things

57%

42%

2%



A2. I keep working even when
school work is difficult

82%

14%

4%

A2. I am a good decision maker

44%

47%

9%



A3. I feel good when I learn
something that I thought was
hard

78%

19%

4%



A3. My teacher doesn't give up
on me when I don't understand

66%

19%

15%

Next Steps: General Question

- What are your strengths in relation to Accomplishment, Belonging and Engagement:
 - In your school?
 - In your classrooms?
 - In your homes?

- What are the challenges in relation to Accomplishment, Belonging and Engagement:
 - In your school?
 - In your classrooms?
 - In your homes?

Next Steps: More Specific Questions

Does your school and/or classroom structure:

- Provide a vehicle to bring together a wide array of partners necessary to make necessary changes at the school and classroom levels?
 - Give voice to multiple stakeholders, including students?
 - Distribute leadership across the school and classroom?
 - Contribute to a sense of Accomplishment, Belonging and Engagement for all members of the school and classroom community?
- Do you use a systematic decision-making process:
- That makes good use of multiple sources of data?
 - That results in actions that address real problems in your school or classroom?
 - That encourages deep discussion of important questions?
 - That allows you to identify and celebrate improvements in Accomplishment, Belonging and Engagement?

More Specific Questions, Cont.

- Are accelerated learning strategies used widely in the school and classrooms?
 - Do curriculum and instruction balance depth and breadth of knowledge?
 - Do students see the importance and relevance of what they are learning and find it interesting?
 - Do learning strategies encourage Accomplishment, Belonging and Engagement by:
 - Grounding recognitions of students' accomplishments in challenging aspirations?
 - Using curriculum and instruction to develop students' sense of belonging in the classroom, school, community, nation and world?
 - Ensuring that student engagement is so high that students consistently want to learn?

More Specific Questions, Cont.

- Is there consistency of mission and vision across your school community and in your classroom?
 - Are expectations for student learning and behavior shared?
 - Are individual and group differences respected and understood?
 - Is the school and your classroom a safe and trusting place to work and learn?
 - Are there clear and consistent processes and systems in place that derive from shared beliefs and assumptions?

Level 2 Services

- Strategies and support provided by PFA
 - Professional development
 - On-site implementation support
 - Cross-school networking
 - Additional data collection and evaluation
- Partnering
 - Joint action planning
 - Collaborative governance
 - Joint decision-making
 - Aligning partners and resources for common goals

Discussion

- What can PFA do for your school?
- How does this fit with your school improvement plan?
- How much time does it take and what does it cost?
- When do we start?

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