

**Pennsylvania Department of
Education**

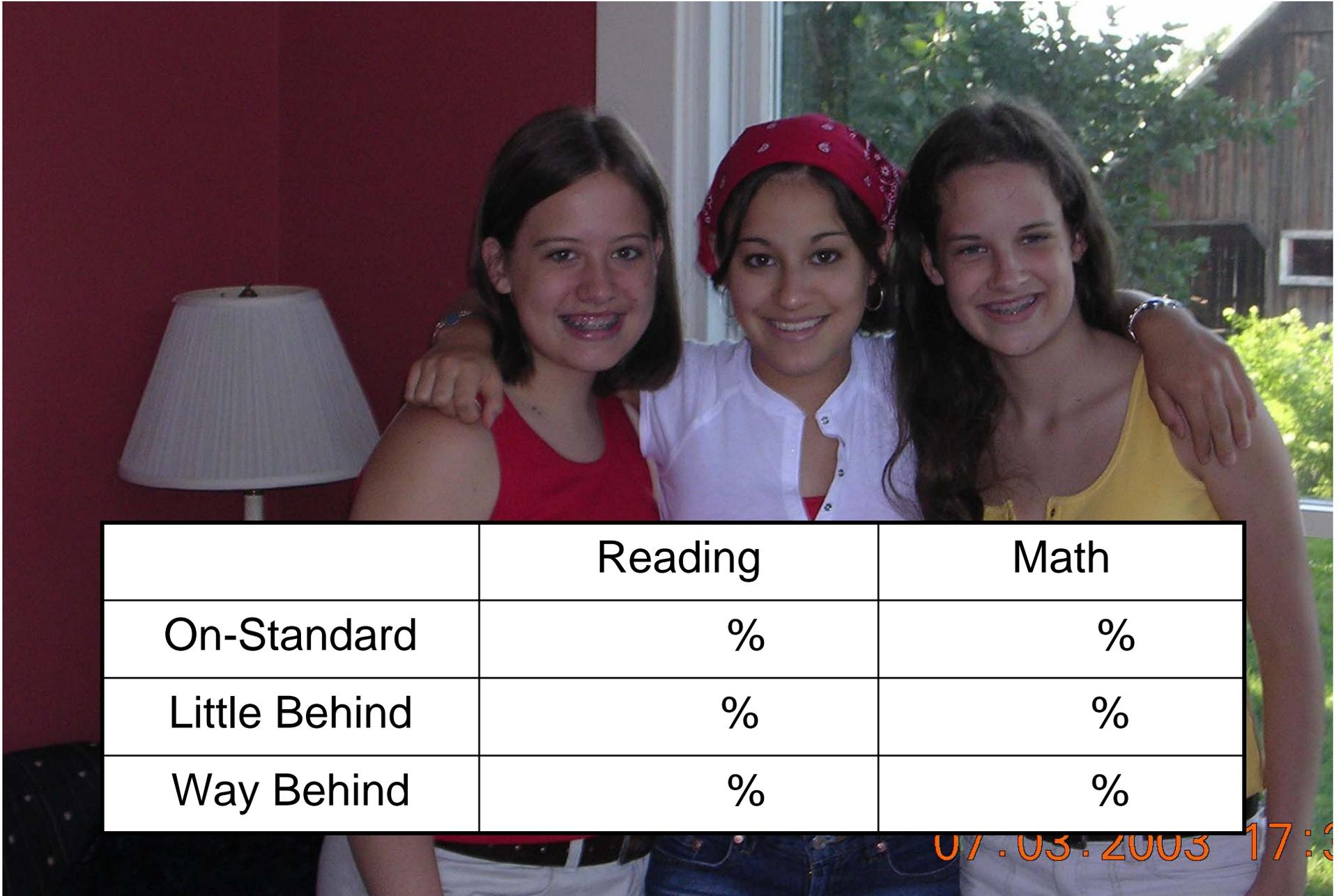


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Context Counts

Background and
Strategies for
Improving Student
Achievement

Ground Zero: Your Achievement Profile



| | Reading | Math |
|---------------|---------|------|
| On-Standard | % | % |
| Little Behind | % | % |
| Way Behind | % | % |

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Section One

Updraft-Downdraft

Is teaching possible in your school?



“Teachers can’t out-teach their context.”

- Joe Murphy

“Teaching is very much a factor of the conditions that enable or disable effective teaching. Context has the greatest power in inhibiting good teaching, or in freeing good teaching. No, context alone does not make a poor teacher better, but context can stop good teachers from doing their best to educate all students.”

- *Updraft-Downdraft, pp 14-15*

A high-angle photograph of a person running on a paved road. The road has a white shoulder line and a double yellow line. To the right of the road is a field of golden wheat with distinct curved furrows. The scene is captured in warm, golden light, suggesting late afternoon or early morning. The text is overlaid on the right side of the image.

What are your
“road conditions”
for teaching and
learning?

How's the weather in YOUR school?



“Leaders, if you don’t understand the change nature of forces outside the school, most of the interventions you choose will be problematic.”

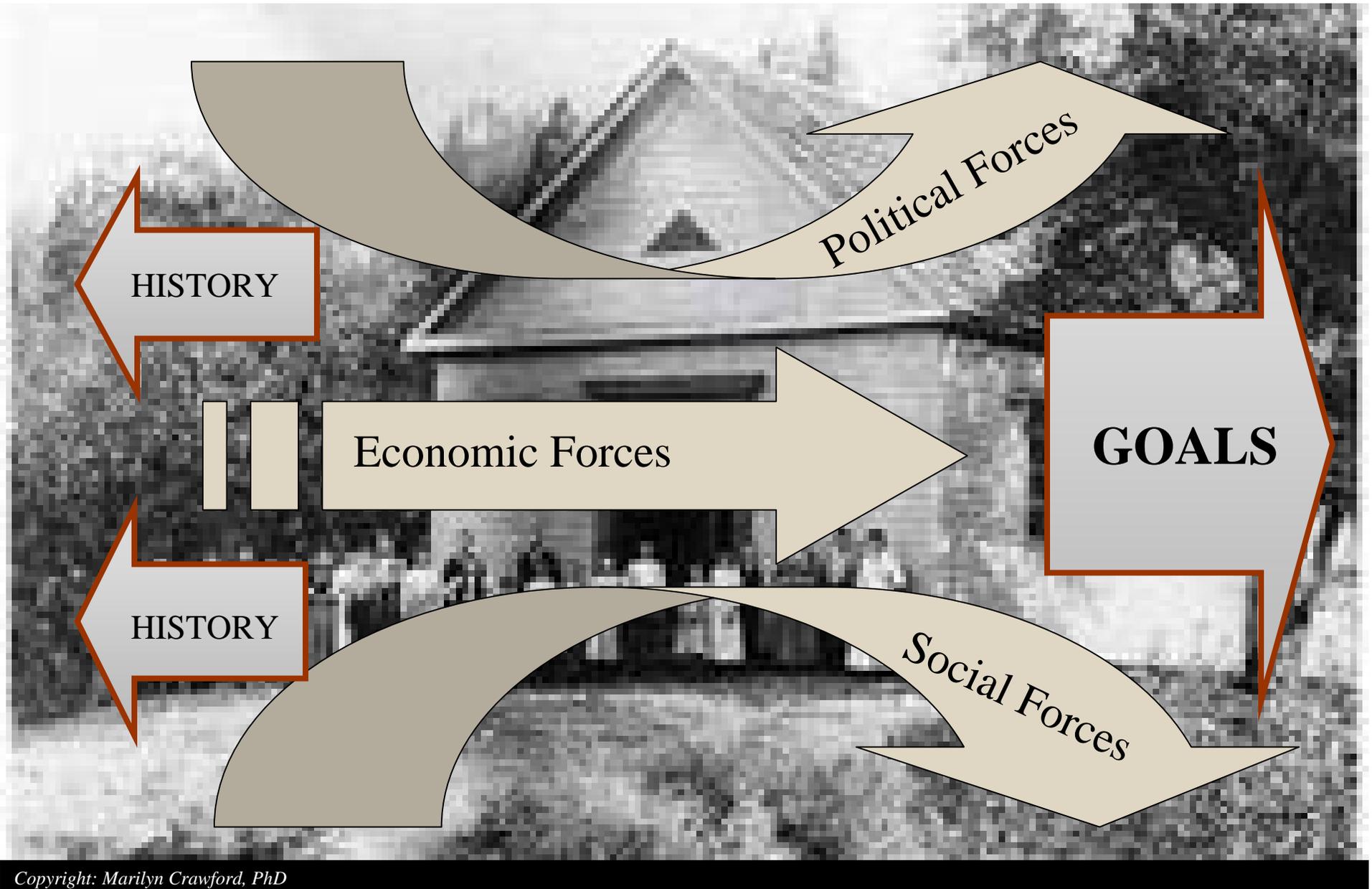
- Joe Murphy, 2001

Historical Roots

“Carefully constructed historical inquiry may well provide us with the most powerful guides available.”

- *Shulman, 1984*

“Public Schools” are PUBLIC



The Comprehensive High School (1890-?????)

“The blueprint for the comprehensive model of secondary education emerged from the social, political, and economic developments that took place during the quarter century following the release in 1893 of the famous Committee of Ten Report.”

- *Wraga, 1994*

1890-1920: Preparing for Industrialization



“For most Americans, the battle over high school was not one of the classics versus the modern sciences but one of *academic culture versus practical training* — the well-known confrontation between those who wanted to prepare for college and those who wanted to prepare for life.”

- Herbst, 1996, page 115

1893: The Committee of Ten



Goal: “There was to be no difference between them. What the colleges required and what life demanded were not, in the Committee’s view, different or contradictory.”

- *Sizer, 1964*

1918: Cardinal Principals of Secondary

Education



Goal: “To produce individuals who were trained for a specific role in society. High schools would fit the young for their niches in that structure.”

- *Murphy et al, 2001*

The Cardinal Principals won the battle, and the comprehensive high school was institutionalized.



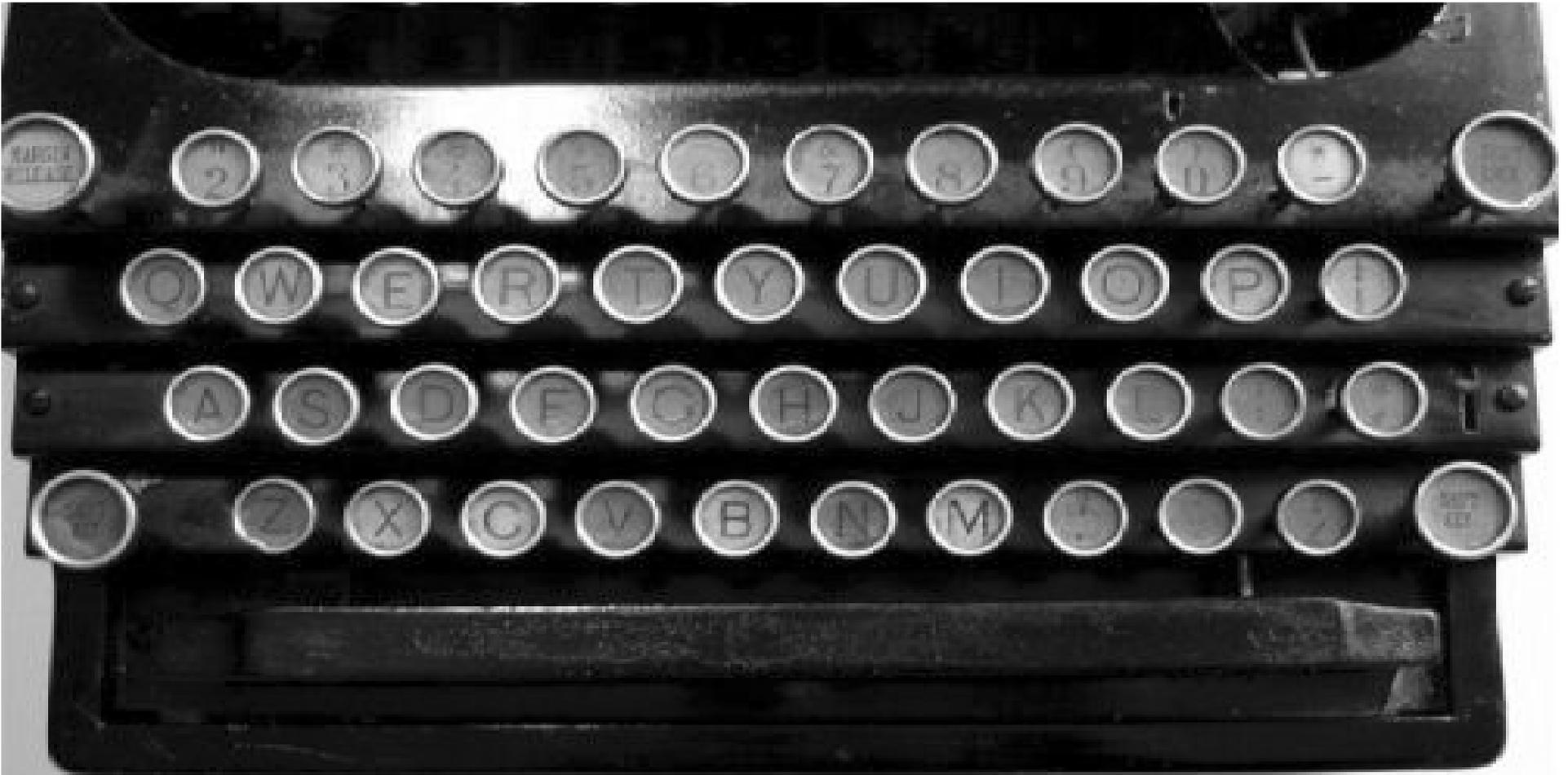
“In aged group batches, students study for defined periods of time, earn Carnegie units for each hour of study and, upon earning a specified number of units, receive a diploma. It is a notion of education dictated by seat time.”

- *Levine, 2001*

“Schools do change, but they seem to change only when the gap between schools and society is extreme and at the same time the demand for formal education is growing. In 1892, the pressures that inevitably affected education clearly were great; change was inevitable.”

- *Sizer, 1964*

1980s: Another Shift



“We are living a huge shift — a 100 year historical cycle that will result in the virtual elimination of the comprehensive high school as we know it today.”

- *Murphy et al, 2001*

The Committee of Ten Returns



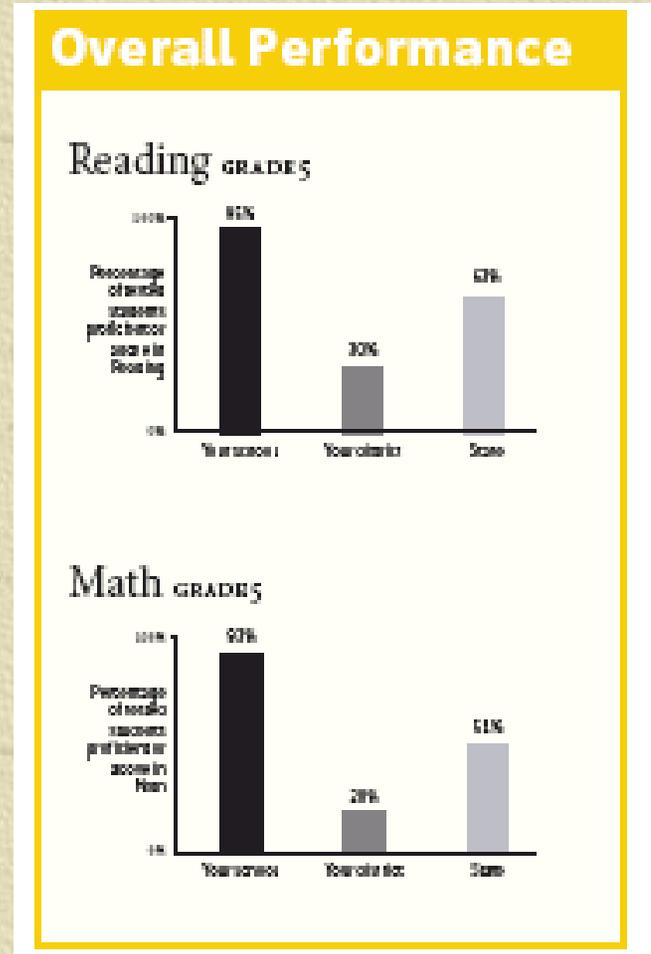
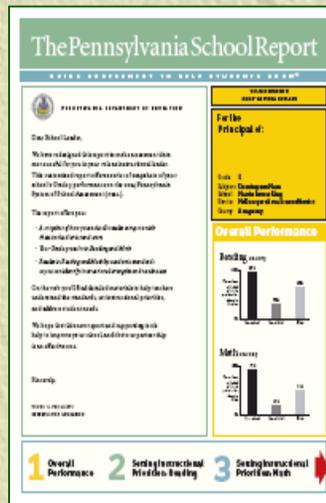
“The theme of the 1980s rang clear and loud: Bring the academic standards of students graduating from American high schools back to that of 90 years ago, the years of the Committee of Ten report.”

- Herbst, 1996

With TEETH!

Standards, Assessment & Accountability

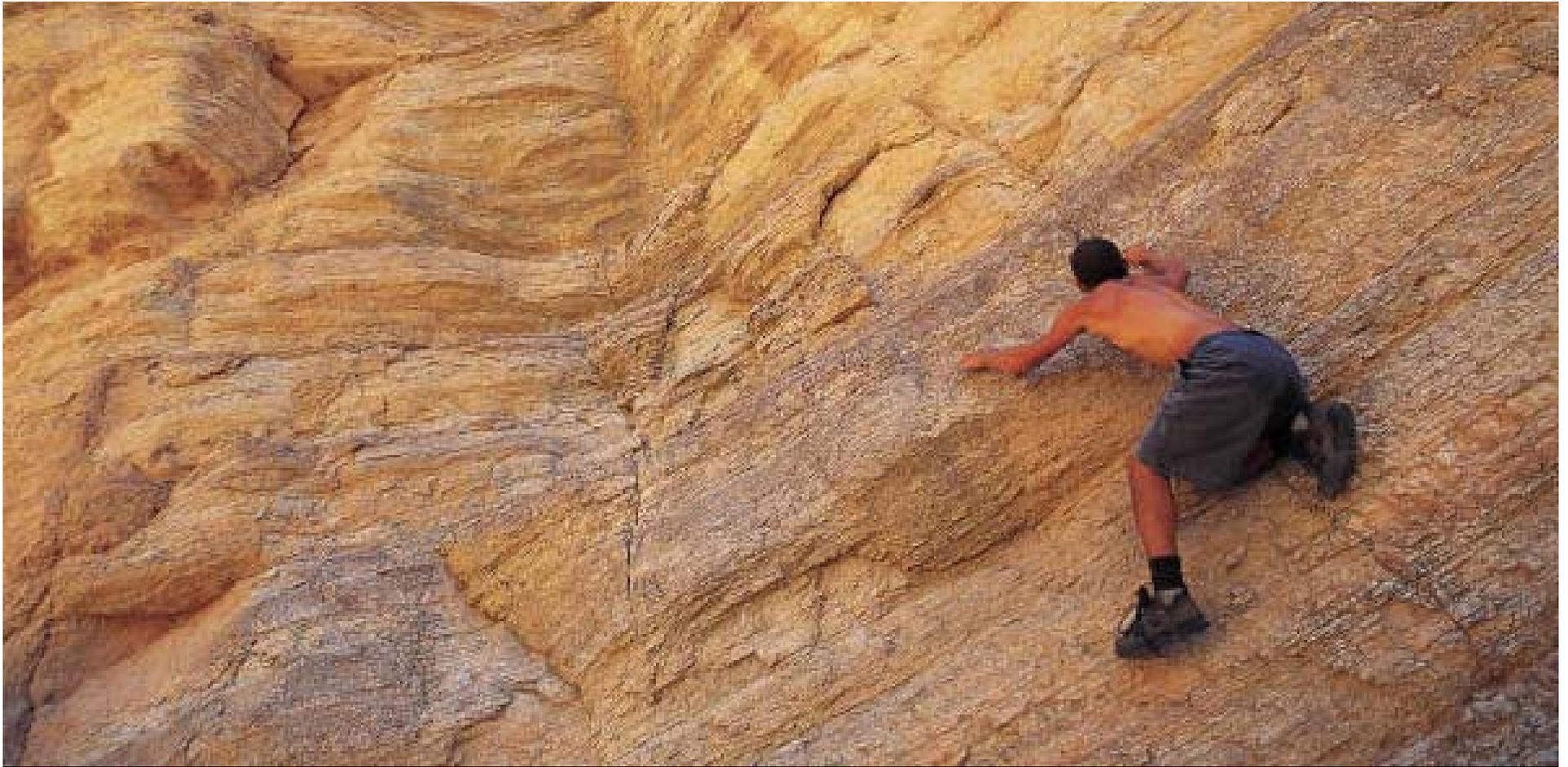
School Reports for principals, school leaders and instructional specialists.



“Updraft-Downdraft”



The Updraft-Downdraft Phenomenon



“The unevenness could not have been resolved by simply hiring ‘smarter’ teachers. Many of the smartest, best-educated of these teachers felt that ‘really to teach’ would be going ‘against’ expectations at their school, not fulfilling them.”

- McNeil, 1968

Updraft-Downdraft

“Teachers and students operate in context of a wind shear – one force a clear updraft that drives high achievement, the other a strong downdraft that actually drives low achievement. This wind shear flows through every crack and crevice of secondary schools and classrooms. Some students ride the updraft to success, while others plummet predictably into an undertow of low achievement.”

- *Updraft-Downdraft, p. 16*

HIGH ACHIEVEMENT

COLLEGE

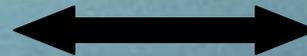
Common Goal
System Capacity
Achievement Essential
Parental Pressure
Experienced Teachers

TRADITIONAL

GENERAL

ALTERNATIVE

ORDER



CREDENTIALS

Negotiation
Defensive Teaching
School Knowledge
Disengagement
Low Expectations
Low Achievement

DIPLOMA

LOW ACHIEVEMENT

**Updraft-
Downdraft**

HIGH ACHIEVEMENT

← QUALITY WORK

POST-SECONDARY →

COLLEGE

Common Goal
System Capacity
Achievement Essential
Parental Pressure
Experienced Teachers

TRADITIONAL

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**Updraft-
Downdraft**

ORDER

CREDENTIALS

Negotiation
Diverse Teaching
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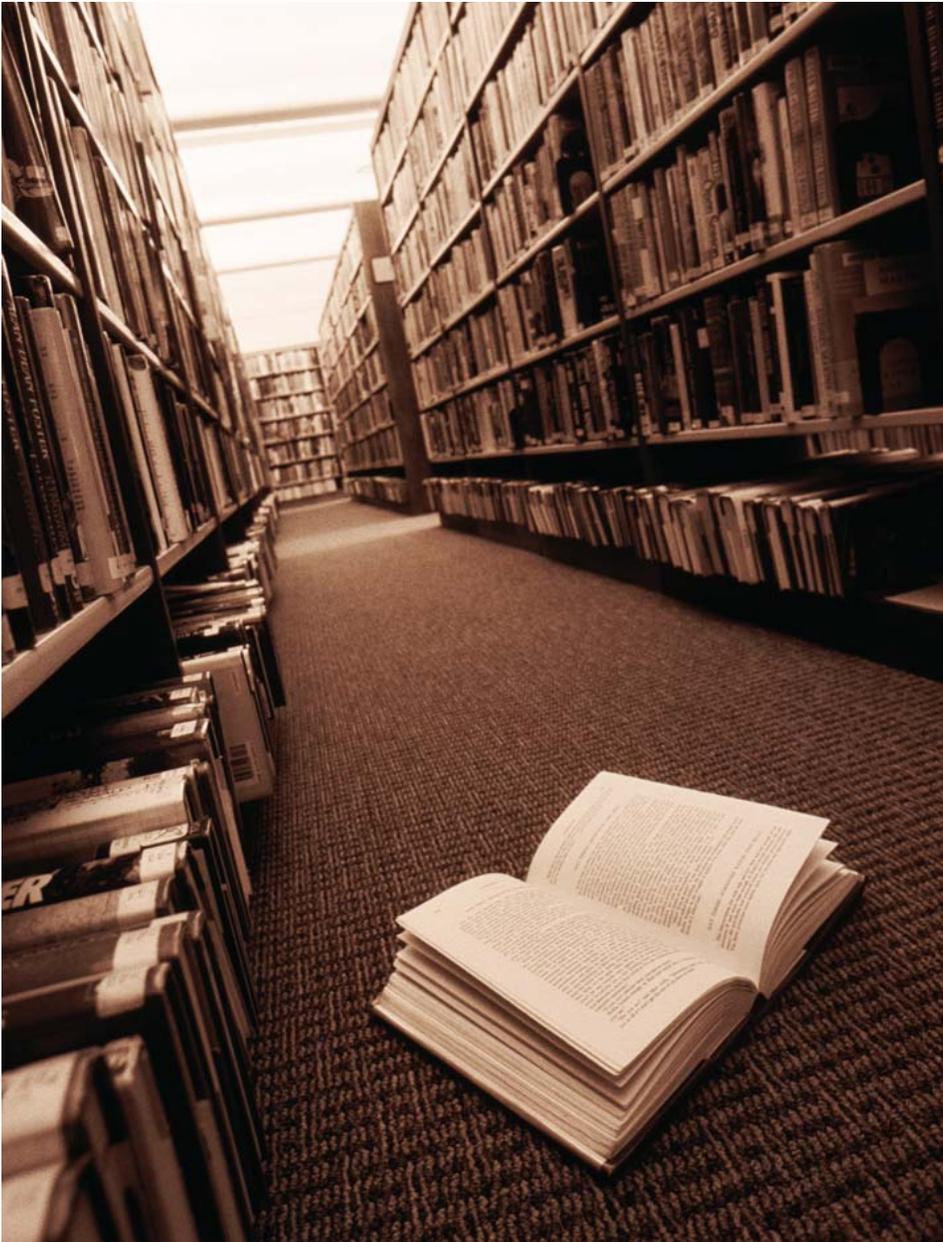
LOW ACHIEVEMENT

**Where can you find evidence of
“Updraft-Downdraft” dynamics?**

Everywhere!



Research



“The differentiated curriculum conforms to larger social purpose – preparing students for different futures.”

- *Oakes & Lipton, 1995*

Parents



I have a marginal interest in other kids and only after I'm assured that mine have what they need. That is perhaps not the 'right' attitude, but I think it is the one that prevails. Until you can convince me that this can be a win-win, nothing will change and you won't get my vote.

- Parent

Schools



“Students have the opportunity to select courses comparable to individual abilities, talents, and career goals. The guidance department and the administration reserve the right to change a student’s schedule based on past academic performance and standardized testing results and to accommodate the needs of the student body.”

- High School Course Selection Catalog

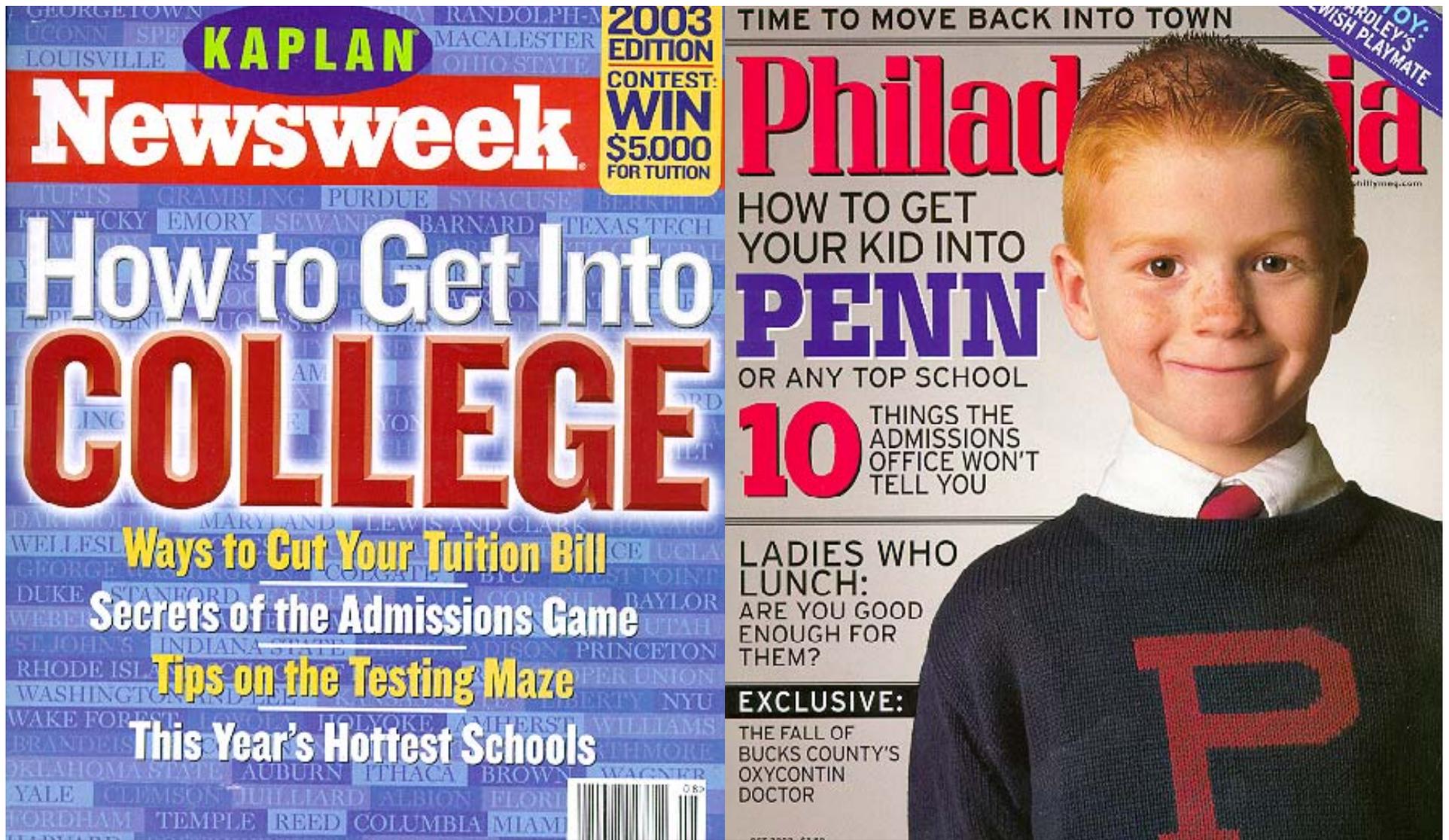
States



“Each day designated and proclaimed by the Governor as Arbor Day shall be also known as Bird Day, and it shall be the duty of every teacher in the public schools, to devote, together with their pupils, at least two hours of such school day to the study of birds, trees, and general conservation of resources; and it shall be the duty of all district superintendents to see to it that the requirements of this act are complied with.”

- State of Pennsylvania School Code, Effective 7/10/70

Magazines



Newspapers

KENTUCKY CATS SCORES

McCracken praises staff, student body

■ **Ten of 12 schools** earned rewards, and the county district achieved an accountability score that ranks 16th in the state.

By Molly Harper
The Paducah Sun

With 10 of 12 schools earning rewards and a systemwide accountability score that ranks 16th in the state, McCracken County school officials are pleased with the Kentucky Core Content Test results released Thursday.

"Our schools are outperforming most of the districts in the state, but more importantly, we're continuing to improve and we improve consistently," assistant superintendent Barbara Vick said.

Students in the fourth, fifth, eighth, and 10th through 12th grades took the core content test in April. Along with Comprehensive Test of Basic Skills scores and a number of nonacademic factors such as attendance and dropout rates, the scores are used to calculate a school's accountability index for a two-year period. To meet its goal and receive cash rewards for the biennium, each school must

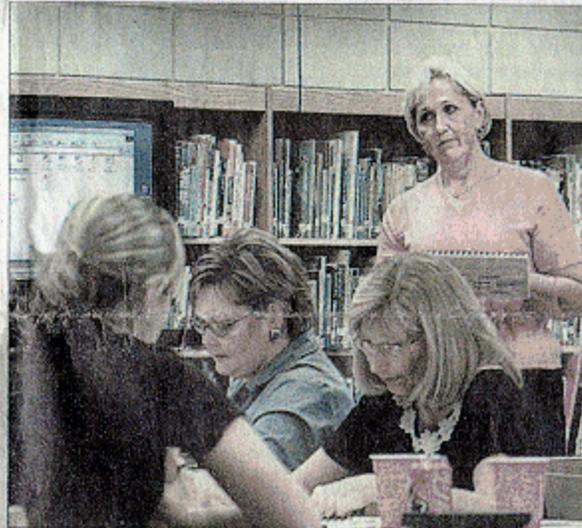
“ We work so hard and we never take enough time to enjoy this sort of news. — Linda Hunt ”

match dropout requirements and novice reduction goals, and have an academic score that meets or exceeds its goal for that period. By 2014, every school must have an accountability index ranking proficient — a score of 100 on a 140-point scale. Six Kentucky schools already have broken 100.

Nearly half of Kentucky's 1,182 public schools qualified for rewards while 90 fell short of performance goals and require state assistance. Each statewide grade level improved the two-year combined accountability index by several points, with high schools averaging 67.7, middle schools 68.3, and elementary schools 71.9.

As schools that met accountability goals, Lone Oak High and Heath High will each receive three shares

Please see **McCRACKEN** / 13A



LANCIE DENNIE/The Sun
Big picture: Barbara Vick, McCracken County assistant superintendent for curriculum and instruction, works with teachers from Reidland Middle School to analyze CATS results.

Farmington: We're No. 8

■ **Teachers and administrators** had a hard time keeping quiet about their ranking 8th among 1,182 schools in the state.

By Molly Harper
The Paducah Sun

Farmington Elementary School

ranks eighth among 1,182 Kentucky schools on the 2002 Kentucky Core Content Test with a total academic index of 101.9.

"We're just bubbling. We're so excited, we just can't stand it," said principal Denise Whitaker, a former Farmington fourth-grade teacher who replaced retired principal Al Colley this year. Whitaker

Please see **FARMINGTON** / 13A

Clark leads city's scores

■ **Four of Paducah's six schools** will receive cash rewards for having met accountability goals or progressing toward them.

By Molly Harper
The Paducah Sun

Although Clark Elementary School is the first Paducah school to break the 100-point mark on the Kentucky Core Content Test, principal Sara West said she's not surprised by the 100.2 science score.

"Like I've said before, as hard as our staff works, we've come to expect this sort of thing," West said. "We've really pushed our kids and they've shown us what they're capable of."

It is the fourth year the core content tests have been distributed under the Commonwealth

Please see **CLARK** / 2A

■ **Scores of area schools**2A

■ **'Distinguished' McCracken, Paducah scores** .9A

The Lesson of Updraft-Downdraft?



The Power of Context: “The lesson of the Power of Context is that we are more than just sensitive to changes in context. We’re exquisitely sensitive to them.”

- *The Tipping Point*, Malcolm Gladwell, 2000

A photograph of a snowy road with tire tracks, a guardrail on the right, and utility poles in the background. The road is covered in snow with dark tire tracks. A metal guardrail runs along the right side of the road. In the background, there are utility poles and trees under a clear blue sky.

**Do you need to improve
conditions to support learning
and teaching in your school?**

Section Two

Creating Data from School Artifacts

Artifact Analysis



Artifact analysis provides data that can tell you about “road conditions” in YOUR school – dry pavement, icy conditions, rain, sleet or hail?

Examples of “Artifacts”

Master schedules

Staffing Lists

Parent Letters

Lesson Plans

Calendars

Course Descriptions

Assignments

Why analyze artifacts?

“Recognizing artifacts as valuable sources of data helps schools scan the horizon for information to look more closely at the pathway that leads to results. While much of the data normally used to drive reform is focused on the end results, less data is available to help schools individually gauge the choices they are making along the way that lead to those results. Analysis of artifacts helps schools look through the lens of data at the choices they are making on their journey toward school reform.”

- *Updraft-Downdraft*, p. 31-32

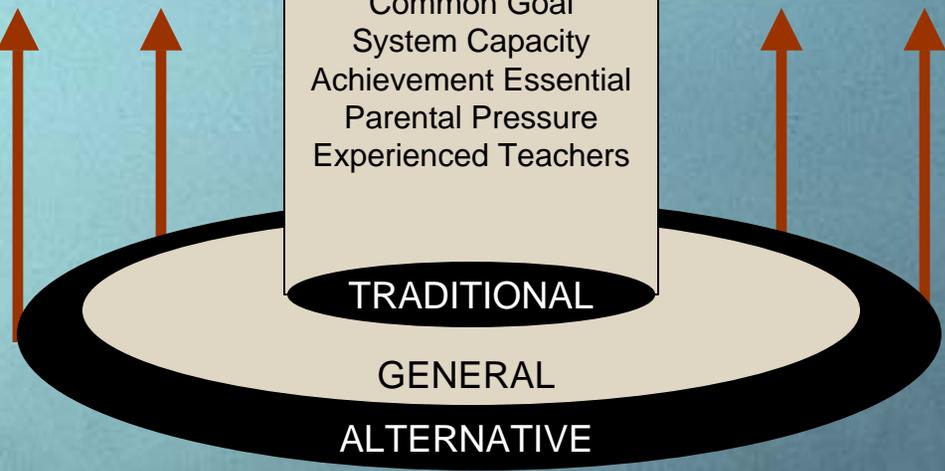
HIGH ACHIEVEMENT

← QUALITY WORK

POST-SECONDARY →

COLLEGE

Common Goal
System Capacity
Achievement Essential
Parental Pressure
Experienced Teachers

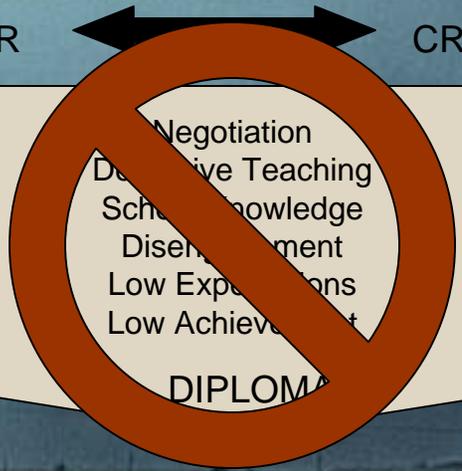


Key Questions in Artifact Analysis

1. What do we REALLY value in this school?
2. Are we making teaching possible?
3. Are we making learning possible?

ORDER

CREDENTIALS



Negotiation
Deceptive Teaching
School Knowledge
Disengagement
Low Expectations
Low Achievement

DIPLOMA

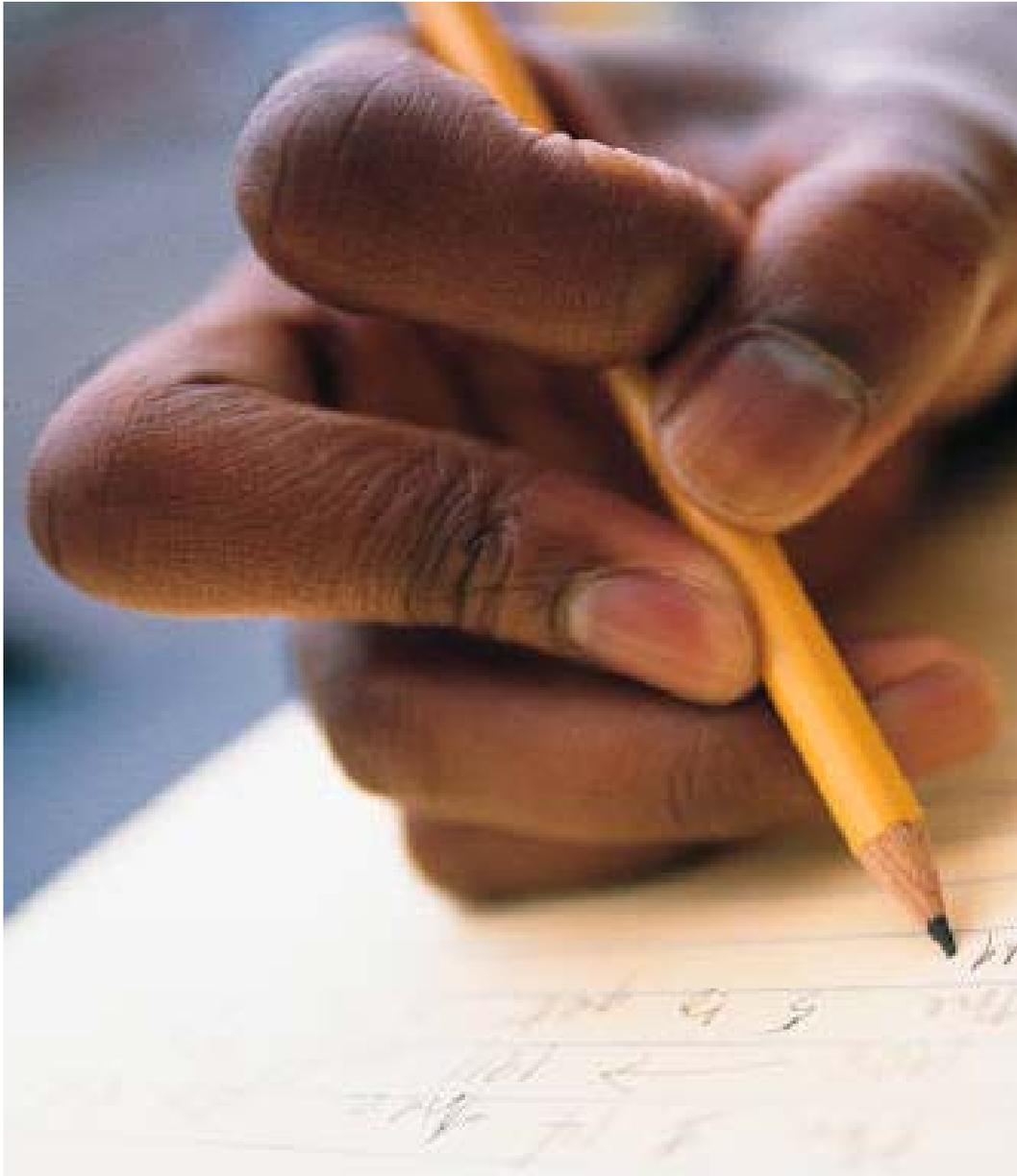
LOW ACHIEVEMENT

One-Course, One Period



How much annual class time do teachers have to teach ONE course?

One period: Is it enough?



45 Minutes/Day

180 Days/Year

=

135 Hours

22.5 School Days

**- 20% Estimated Loss
(10% School, 10% Class)**

18 Real School Days

How much **MAXIMUM ANNUAL TIME** per course do you have at your school?

For example...

| Annual Minutes (45 Minutes) (180 Days) | Annual Hours | Annual School Days (6-hour days) | Annual Work Days (8-hour days) |
|--|--------------|-------------------------------------|-----------------------------------|
| 8100 | 135 | 22.5 | 16.9 |

How much ACTUAL ANNUAL TIME per course do you have at your school?

For example...

| Annual Minutes (45 Minutes) (180 Days) (less 20%) | Annual Hours | Annual School Days (6-hour days) | Annual Work Days (8-hour days) |
|--|--------------|-------------------------------------|-----------------------------------|
| 6480 | 108 | 18 | 13.5 |

What about YOUR school?

Estimated Maximum Annual Time Per Course

| Annual Minutes | Annual Hours | Annual School Days (6-hour days) | Annual Work Days (8-hour days) |
|----------------|--------------|-------------------------------------|-----------------------------------|
| | | | |

Estimated Actual Annual Time Per Course

| Annual Minutes | Annual Hours | Annual School Days (6-hour days) | Annual Work Days (8-hour days) |
|----------------|--------------|-------------------------------------|-----------------------------------|
| | | | |

Student Schedule Analysis



- 1. How much annual aligned class time do teachers have to teach?**
- 2. How much annual aligned class time do students have to learn?**

Sample Student Schedule

| Course | Estimated 6-Hour School Days |
|----------------|------------------------------|
| English | 18 Days |
| Social Studies | 18 Days |
| Math | 18 Days |
| Science | 18 Days |
| Health/PE | 18 Days |
| Elective | 18 Days |
| Elective | 18 Days |
| Elective | 18 Days |

Aligned Time Estimate



Give your best estimate of time spent in instruction that moves students to greater proficiency on PSSA:

1. Estimate the percent (%) time in each course dedicated to improving student performance on PSSA.
2. For each course, calculate how many total days per course are dedicated to teaching students to become more proficient on the PSSA?
3. In total, how much annual class time is used to teach students to become more proficient on PSSA?

For example: How much estimated annual time is aligned with PSSA Reading?

| Course | Actual Annual School Days | Percent (%) Time Aligned w/ PSSA | # PSSA-Aligned Days |
|----------------|---------------------------|----------------------------------|---------------------|
| English | 18 Days | 60% | 10.8 Days |
| Social Studies | 18 Days | 25% | 4.5 Days |
| Math | 18 Days | 0% | 0 Days |
| Science | 18 Days | 10% | 1.8 Days |
| Health/PE | 18 Days | 20% | 3.6 Days |
| Elective | 18 Days | 15% | 2.7 Days |
| Elective | 18 Days | 15% | 2.7 Days |
| Elective | 18 Days | 15% | 2.7 Days |
| TOTAL | 144 Days | 20% | 28.8 Days |

For example: How much estimated annual time is aligned with PSSA Math?

| Course | Actual Annual School Days | Percent (%) Time Aligned w/ PSSA | # PSSA-Aligned Days |
|----------------|---------------------------|----------------------------------|---------------------|
| English | 18 Days | 0% | 0 Days |
| Social Studies | 18 Days | 25% | 4.5 Days |
| Math | 18 Days | 100% | 18 Days |
| Science | 18 Days | 25% | 4.5 Days |
| Health/PE | 18 Days | 20% | 3.6 Days |
| Elective | 18 Days | 15% | 2.7 Days |
| Elective | 18 Days | 15% | 2.7 Days |
| Elective | 18 Days | 15% | 2.7 Days |
| TOTAL | 144 Days | 27% | 38.7 Days |

Graduation Requirement Analysis



Do graduation requirements align with state requirements for academic proficiency?

Harrisburg High School Graduation Requirements



- 4 English
- 4 Math
- 3 Science
- 3 Social Studies
- 2 Art/Humanities
- 2 Wellness/PE
- 2 Electives
- 1 Keyboard/Computer
- 1 Graduation Project
- 1 FCS
- 1 Foreign Language

Total = 24 credits

2002-03 Harrisburg High School Graduation Requirements: Is there enough time?

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------|-----|----|------|-----|------|-------|---|---|
| 9th | Eng | SS | Math | Sci | H/PE | FCS | F | E |
| 10th | Er | | | | | | | E |
| 11th | Er | | | | | | | E |
| 12th | Eng | E | Math | Sci | Lang | Music | E | E |
| | | | | | | | | |

18 Days/Subject

2.7 Years

Block Schedule

8 Blocks per year

| 9 th Grade | | 10 th Grade | | 11 th Grade | | 12 th Grade | |
|-----------------------|--|------------------------|--|------------------------|--|------------------------|--|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Block Schedule

8 Blocks per year

| 9 th Grade | | 10 th Grade | | 11 th Grade | | 12 th Grade | |
|-----------------------|-------|------------------------|-------|------------------------|----|------------------------|------|
| Eng | PE | Eng | PE | Eng | WL | Eng | Proj |
| Math | Art | Math | Art | Math | X | Math | X |
| Sci | Elect | Sci | Elect | Sci | X | X | X |
| SS | Key | SS | FCS | SS | X | X | X |

How much time in all 4 years?

| Subject(s) | Credits | % of Time | 6-Hour Days | 8-Hour Days |
|----------------|---------|-----------|-------------|-------------|
| English | 4 | 12.5 | 86 | 65 |
| Math | 4 | 12.5 | 86 | 65 |
| Science | 3 | 9.4 | 65 | 48 |
| Social Studies | 3 | 9.4 | 65 | 48 |
| Required | 10 | 31.2 | 215 | 161 |
| Extra Periods | 8 | 25 | 172 | 129 |
| TOTAL | 32 | 100 | 689 | 516 |

How much time in 3 years?

| 9-1 | 9-2 | 10-1 | 10-2 | 11-1 | 11-2 | 12-1 | 12-2 |
|------|-------|------|-------|------|------|------|------|
| Eng | PE | Eng | PE | Eng | WL | Eng | Proj |
| Math | Art | Math | Art | Math | X | Math | X |
| Sci | Elect | Sci | Elect | Sci | X | X | X |
| SS | Key | SS | FCS | SS | X | X | X |

How much time in 3 years?

| Subject(s) | Credits | % of Time (of 32) | 6-Hour Days | 8-Hour Days |
|----------------|---------|-------------------|-------------|-------------|
| English | 3 | 9.4 | 64 | 48 |
| Math | 3 | 9.4 | 64 | 48 |
| Science | 3 | 9.4 | 64 | 48 |
| Social Studies | 3 | 9.4 | 64 | 48 |
| Required | 9 | 28 | 193 | 145 |
| Extra Periods | 3 | 9.4 | 64 | 48 |
| TOTAL | 24 | 75 | 513 | 385 |

How much time in 2 years?

| 9-1 | 9-2 | 10-1 | 10-2 | 11-1 | 11-2 | 12-1 | 12-2 |
|------|-------|------|-------|------|------|------|------|
| Eng | PE | Eng | PE | WL | Eng | Eng | Proj |
| Math | Art | Math | Art | X | Math | Math | X |
| Sci | Elect | Sci | Elect | X | Sci | X | X |
| SS | Key | SS | FCS | X | SS | X | X |

How much time in 2 years?

| Subject(s) | Credits | % of Time (of 32) | 6-Hour Days | 8-Hour Days |
|----------------|---------|-------------------|-------------|-------------|
| English | 2 | 6.25 | 43 | 32 |
| Math | 2 | 6.25 | 43 | 32 |
| Science | 2 | 6.25 | 43 | 32 |
| Social Studies | 2 | 6.25 | 43 | 32 |
| Required | 9 | 28 | 193 | 145 |
| Extra Periods | 3 | 9.4 | 64 | 48 |
| TOTAL | 20 | 62.5 | 429 | 322 |

What about YOUR school?

Block Schedule Template

| | 9th | | 10th | | 11th | | 12th | |
|---------|-----|--|------|--|------|--|------|--|
| Block 1 | | | | | | | | |
| Block 2 | | | | | | | | |
| Block 3 | | | | | | | | |
| Block 4 | | | | | | | | |

What about YOUR school?

Regular Schedule Template

| | 9th | 10th | 11th | 12th |
|----------|-----|------|------|------|
| Period 1 | | | | |
| Period 2 | | | | |
| Period 3 | | | | |
| Period 4 | | | | |
| Period 5 | | | | |
| Period 6 | | | | |
| Period 7 | | | | |
| Period 8 | | | | |
| Period 9 | | | | |

What about **YOUR** school?

How much time in all 4 years?

| Subject(s) | Credits | % of Time | 6-Hour Days | 8-Hour Days |
|----------------|---------|-----------|-------------|-------------|
| English | | | | |
| Math | | | | |
| Science | | | | |
| Social Studies | | | | |
| Required | | | | |
| Extra Periods | | | | |
| TOTAL | | | | |

What about YOUR school?

How much time before PSSA (2.7 years?)

| Subject(s) | Credits | % of Time | 6-Hour Days | 8-Hour Days |
|----------------|---------|-----------|-------------|-------------|
| English | | | | |
| Math | | | | |
| Science | | | | |
| Social Studies | | | | |
| Required | | | | |
| Extra Periods | | | | |
| TOTAL | | | | |

The Bottom Line



**Learning is a function of time.
Not enough time? Not enough achievement.**

Section Three

Strategies for Improving Context in Your School

Now What?



What if there isn't enough time to get the job done?

FUSION: LEADING IRREVERSIBLE CHANGE

by Michael Barber and Vicki Phillips



“The beauty in the tension of opposites I saw everywhere – the pull of gravity actually strengthened the bridge’s steel arches ...”

- Arthur Miller describing *Brooklyn Bridge* in *Timebends* (1987)

FUSION: LEADING IRREVERSIBLE CHANGE

by Michael Barber and Vicki Phillips



“It is our conviction that the conflicts, the setbacks, and the disappointments arise from a single, constantly repeated error. Over and over again important, potentially transformative ideas – equity and diversity, pressure and support, innovation and stability, actions and beliefs – have been placed in opposition to each other by ill-formed, bitter, and heated controversy. As a result the potential for transformation is lost.”

-Michael Barber & Vicki Phillips

FUSION: LEADING IRREVERSIBLE CHANGE

by Michael Barber and Vicki Phillips



“The more effective course of action, which is supported both by the evidence and our own experience, is to allow these apparent opposites to work in concert to create radical change. Bringing together ideas that are often considered to be opposites – what we are calling ‘fusion’ – can unleash irreversible change for the better. It is that simple – and that difficult!”

-Michael Barber & Vicki Phillips

Strategy 1: Adopt-an-Anchor

Increasing natural alignment within ALL courses



Pennsylvania Department of Education

Overview

There are three main problems with our current approach to reading, writing, and math across the curriculum:

- 1. The Cinderella Factor**
- 2. The Swiss Cheese Factor**
- 3. The Post-It Note Factor**

Problem 1



The Cinderella Factor

“The shoe has to fit!”

Problem 2



The Swiss Cheese Factor

**“The holes have to work
for the whole!”**

Problem 3



**The Post-it Note
Factor**

**“Full ownership, not
‘Lick and stick’!”**

Why Does This Happen?



Time is short!!!

The solution?



**Coordinate as a team ...
and Adopt-an-Anchor!**

Adopt-an-Anchor Overview

Step 1: By discipline and/or course, identify assessment anchors that are a natural fit for each content area. Be hard-nosed. Only select what you are willing to teach until students learn it!

Step 2: Schoolwide, track the “adoption” of assessment anchors, identify orphans, and make adjustments as needed.

Step 3: By course, design curriculum, instruction, and assessment to teach students to be proficient in all assessment anchors assigned to specific content areas/courses.

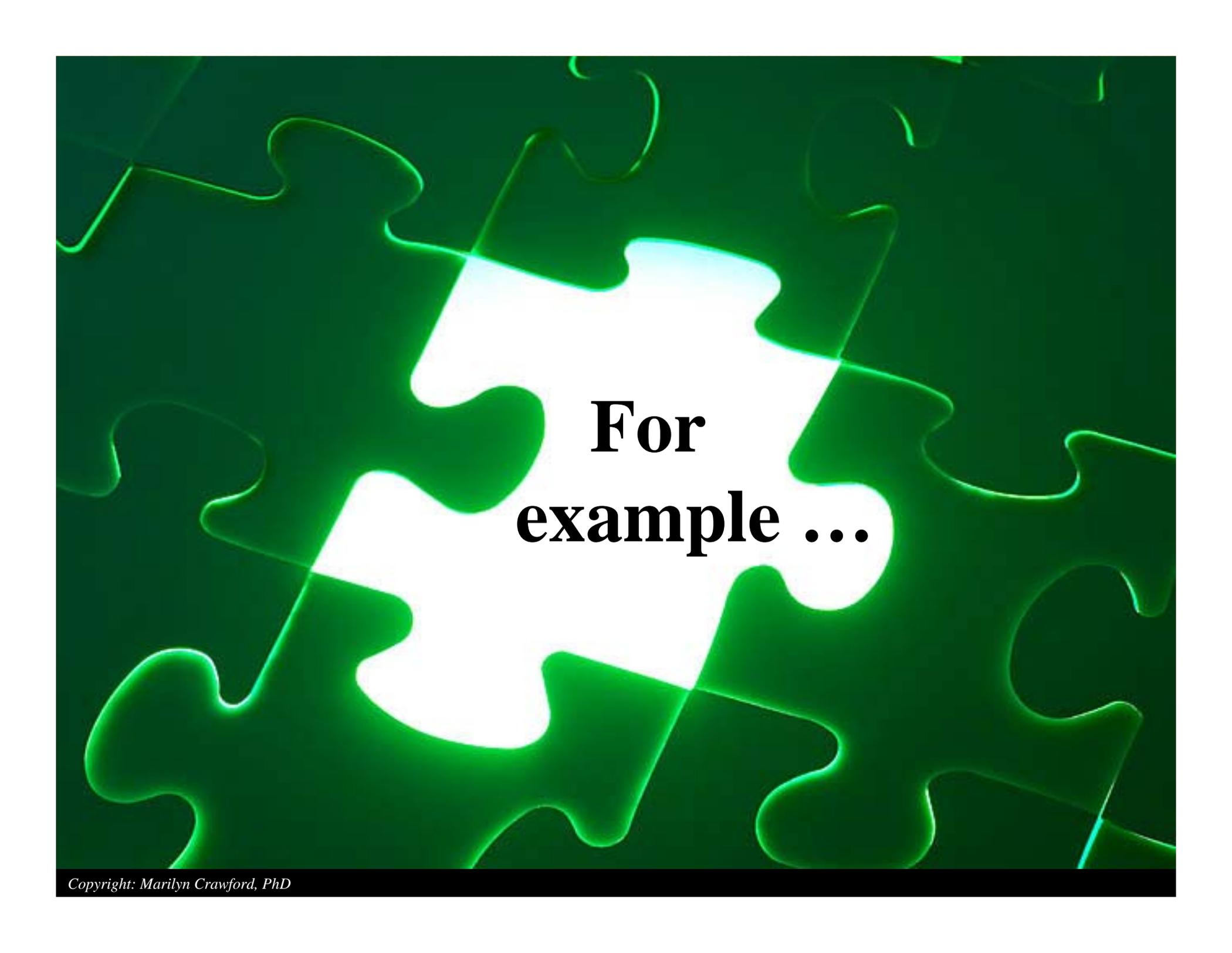
Step 1: Cinderella Factor

Schools can eliminate the Cinderella Factor by identifying assessment anchors that are a natural fit within each content area and/or course, then focusing only on that select list of standards. Instead of expecting all teachers to teach all reading, writing, and math assessment anchors in all courses, strategically and sensibly identify assessment anchors that are a good fit for each subject area and/or course. Eliminate the Cinderella Factor by having teachers adopt only those assessment anchors that fit their subject—naturally! By identifying assessment anchors that are a “natural fit” for each discipline, you can create shorter lists of key anchors for each discipline/course.

Step 1a: “Adoption” by discipline

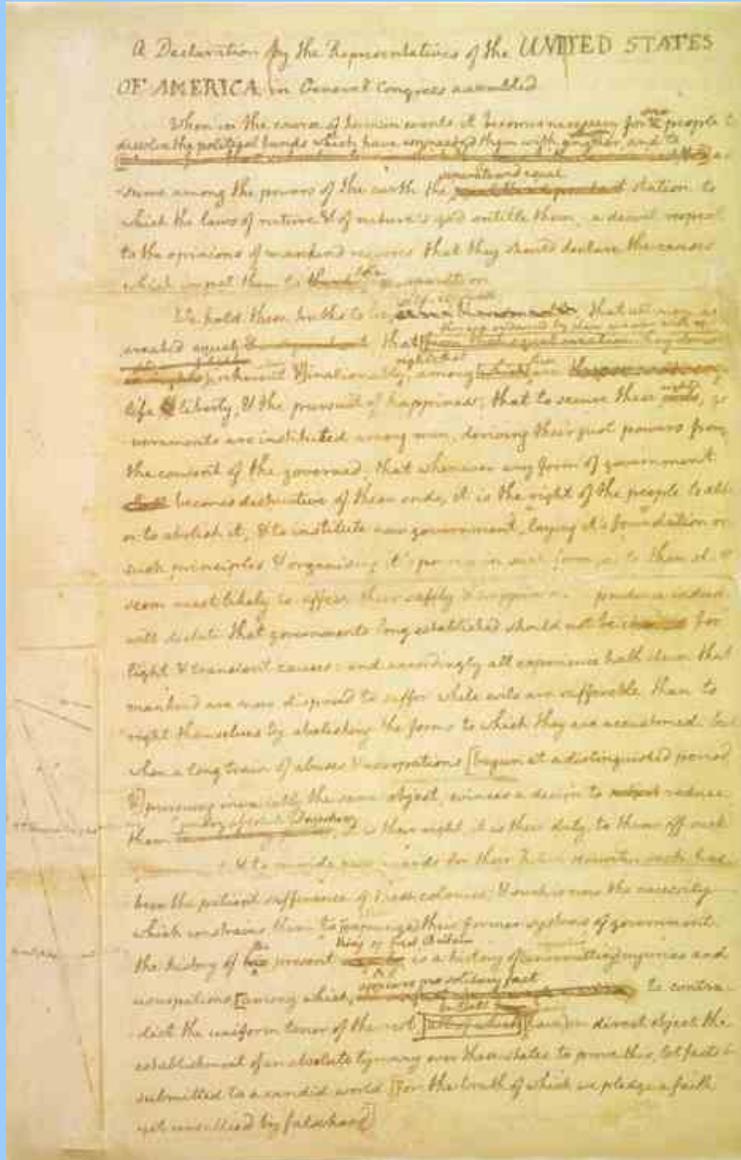


Which Assessment Anchors are a natural fit for your discipline? Which are essential to success in your discipline? Mark **ONLY** the ones that fit. Don't “stretch” – the key is to identify only those anchors that are natural to your discipline.



**For
example ...**

Social Studies “Natural Fit”



R11.A Comprehension & Reading Skills

R11.A.2 Demonstrate the ability to understand and interpret nonfiction text, including informational, ... editorials, public documents ...

R11.A.2.6 Check the validity and accuracy of information obtained from reading by differentiating fact from opinion.

Visual Arts “Natural Fit”

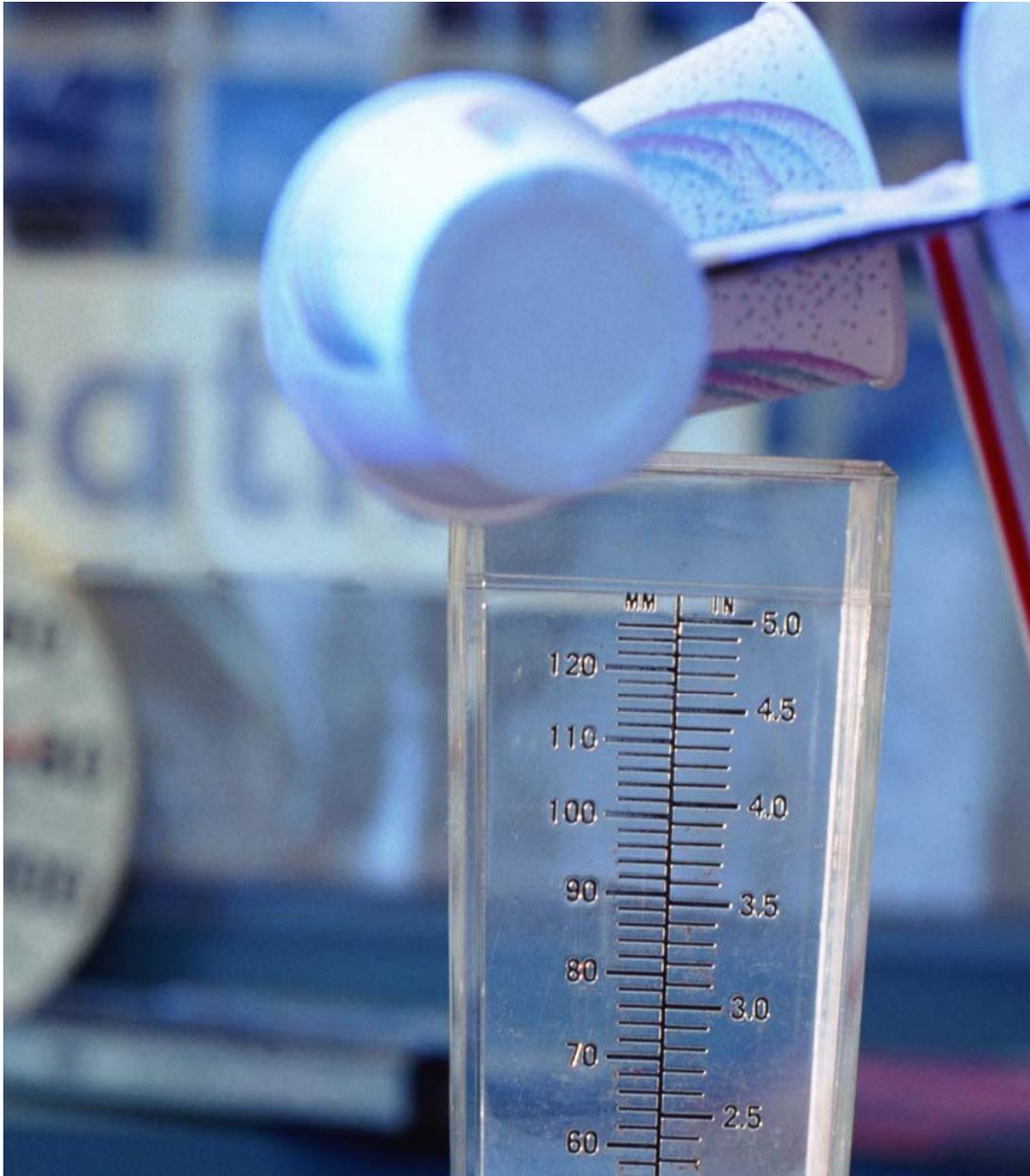


M5.C Geometry

M5.C.2 Identify and/or apply concepts of transformations or symmetry.

M5.C.2.1 Analyze transformations and/or use symmetry to analyze mathematical situations.

Science “Natural Fit”



M11.E Data Analysis & Probability

M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.

M11.E.2 Select and/or use appropriate statistical methods to analyze data.

Music “Natural Fit”



R11.B Interpretation &
Analysis of Literature

R11.B.1 Analyze the
relationships and uses of
literary elements.

R11.B.1.1 Analyze characters,
settings, plots, themes, tone
and style in one or more texts.

Tech Ed “Natural Fit”



M5.B Measurement

M5.B.2 Apply appropriate techniques, tools and formulas to determine measurements.

M5.B.2.1 Use appropriate tools to determine measurements.

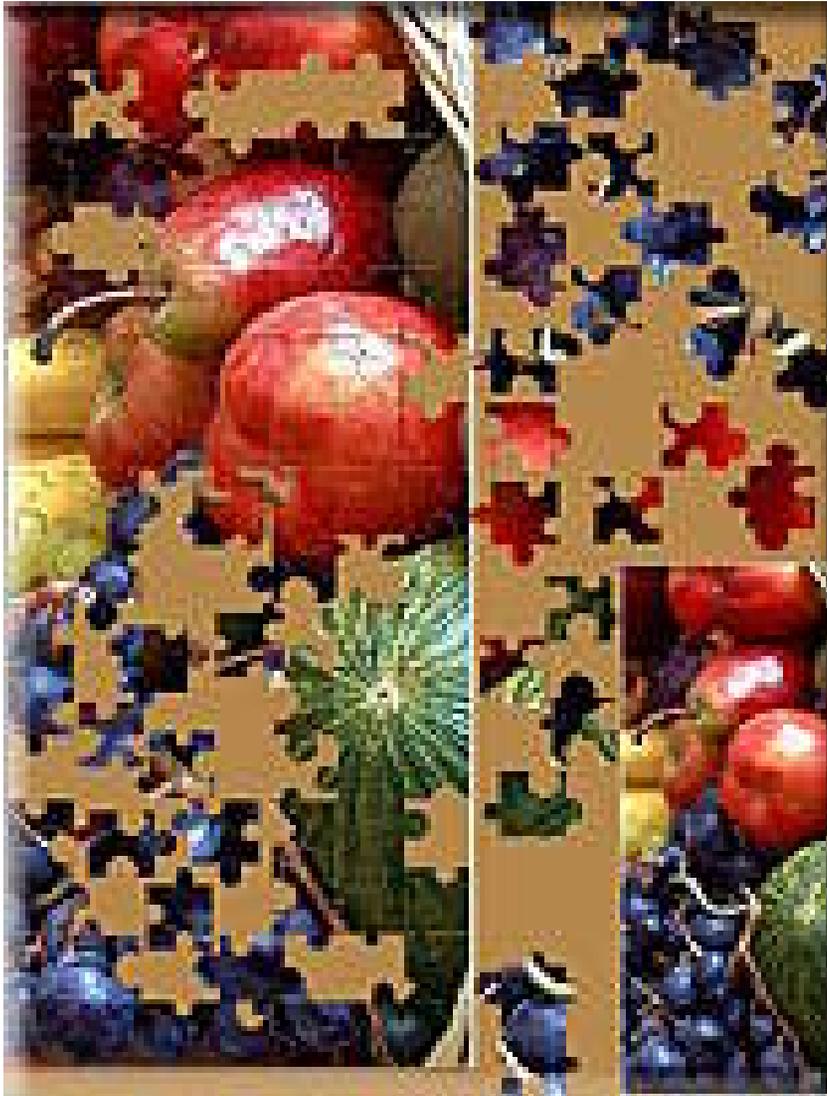
Step 1b: Identify “natural fit” anchors for each content area

- Ask yourself these questions: Which Assessment Anchors are a natural fit for your discipline? Which are essential to success in your discipline? Which are not related?
- Put the Assessment Anchor cards in three piles: a) Excellent Fit; b) Possible Fit; c) Do Not Fit. Select ONLY the anchor cards that fit. Don't “stretch”!! The key here is to focus on identifying those anchors that are an excellent fit, then to categorize what's left.
- On each card in the Excellent Fit pile, mark the Eligible Content that fit(s).

Step 2: Swiss Cheese Factor

You take on the Swiss Cheese Factor by getting organized and shifting from individual, independent selection of standards to a coordinated, strategic schoolwide adoption plan. By looking at the list of anchors to see what is adopted –and what isn't—you can create a schoolwide alignment picture. By monitoring the adoption of anchors for specific subjects and courses, you can track gaps and areas of over-teaching.

Step 2a: Assess the overall picture for the school as a whole



Are all anchors adopted?

Are some orphans?

Where are the gaps?

Is there “overload” anywhere?

What is the specific list of Assessment Anchors for each individual discipline?

What specific Assessment Anchors belong to your discipline?

Looking at your school achievement profile, and looking at the “adoption” list, is there enough time to get the job done?

Step 2b: Schoolwide, track the “adoption” of assessment anchors, identify orphans, and make adjustments as needed.

- On the Adopt-an-Anchor Tracking System for both Reading and Math, put a check mark to show each anchor you selected as “Excellent Fit.” Use the Eligible Content column as guide for your marks.
- As a group, review the “data” that emerges overall. What anchors/eligible content are adopted? What anchors/eligible content are orphans? How does this picture compare with PSSA results? Where are the gaps? Where is the overload? Revisit your “Possible Fit” pile of cards to see if you can adopt other anchors/eligible content to create an overall pattern that fits your needs for improvement in PSSA. Only select those you are willing to own and teach! Once this is completed, you may decide that more discussion and other strategies are needed to insure teachers have adequate time to teach, and students have adequate time to learn. This is only ONE strategy for increasing alignment.
- List the specific Assessment Anchors/Eligible Content for each department. Use these anchors in Step 3.

For example, in math...

| English | Social Studies | Math | Science | H/PE | FCS | Tech Ed | Art |
|---------|----------------|------|---------|------|-----|---------|-----|
| NONE | ME1 | ALL | ME1 | MD2 | MA3 | MB1 | MC2 |
| | ME2 | | ME2 | | MB1 | MB2 | MD4 |
| | ME3 | | ME3 | | | MC1 | |
| | ME4 | | ME4 | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |



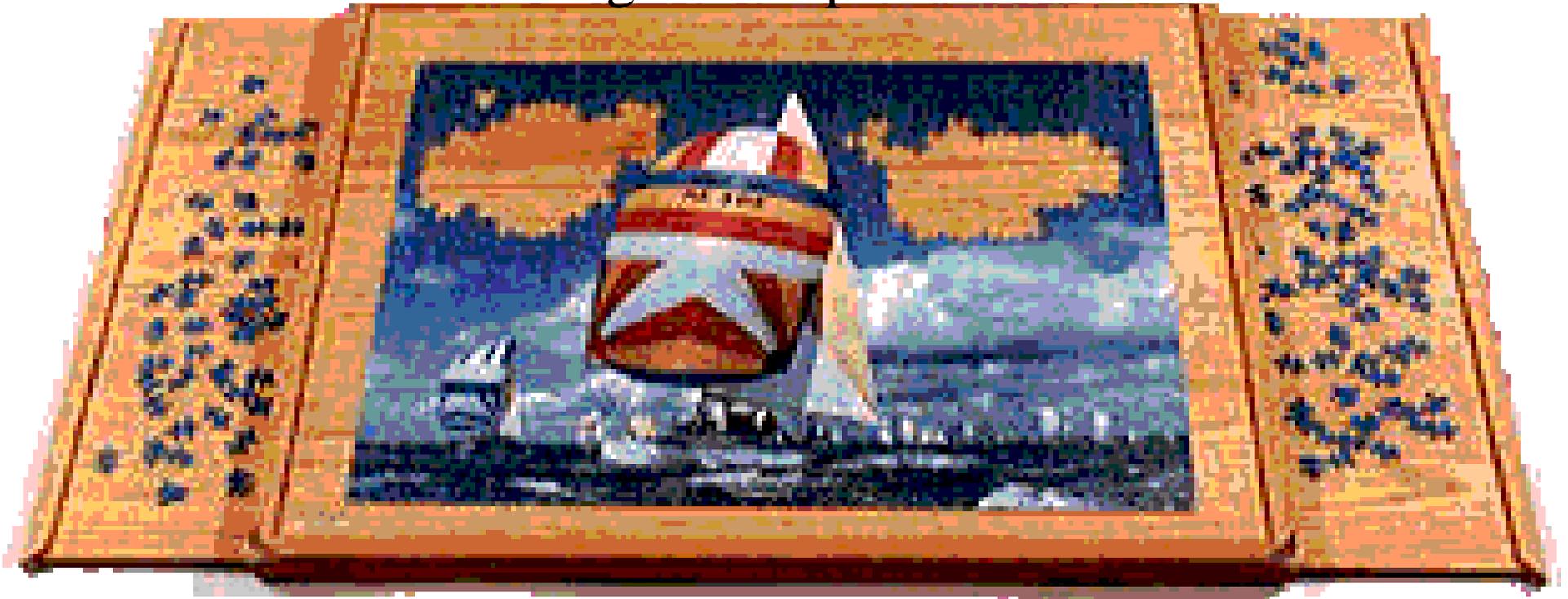
Adopt-an-Anchor Tracking System

| Anchor | Descriptor | Eligible Content | Eng | SS | Math | Sci | Visual Arts | Music | Tech Ed | FCS | | |
|-------------|------------|------------------|-------------|----|------|-----|-------------|-------|---------|-----|--|--|
| M11.A.1 | M11.A.1.1 | M11.A.1.1.1 | | | | | | | | | | |
| | | M11.A.1.1.2 | | | | | | | | | | |
| | | M11.A.1.1.3 | | | | | | | | | | |
| | | M11.A.1.1.4 | | | | | | | | | | |
| | M11.A.1.2 | M11.A.1.2.1 | | | | | | | | | | |
| | | M11.A.1.2.2 | | | | | | | | | | |
| | | M11.A.1.2.3 | | | | | | | | | | |
| | M11.A.1.3 | M11.A.1.3.1 | | | | | | | | | | |
| | M11.A.2 | M11.A.2.1 | M11.A.2.1.1 | | | | | | | | | |
| | | | M11.A.2.1.2 | | | | | | | | | |
| M11.A.2.1.3 | | | | | | | | | | | | |
| M11.A.2.2 | | M11.A.2.2.1 | | | | | | | | | | |
| | | M11.A.2.2.2 | | | | | | | | | | |
| TOTAL N | | | | | | | | | | | | |
| TOTAL % | | | | | | | | | | | | |

Step 3: Post-it Note Factor

Take on the Post-it Note Factor by accepting responsibility for teaching all students to be proficient on your shortened list of assessment anchors, the ones that are a natural fit for your discipline. Once each content area and/or course has their specific list of assessment anchors, teachers design instruction focused on ensuring students achieve proficiency in those standards as measured by state assessment. And, if students don't get it the first time, teachers keep on until they do—the anchors are an integral and necessary part of the discipline, and they get full attention.

Step 3: The Plan - By course, design curriculum, instruction, and assessment to teach students to be proficient in all assessment anchors assigned to specific content areas/courses.



What can we do to make sure all Assessment Anchors are taught? What can we do to make sure all Assessment Anchors are learned?

If some Assessment Anchors are orphans, what can we do to find a good disciplinary fit while insuring that all students have full opportunity to learn and meet expectations for proficiency?

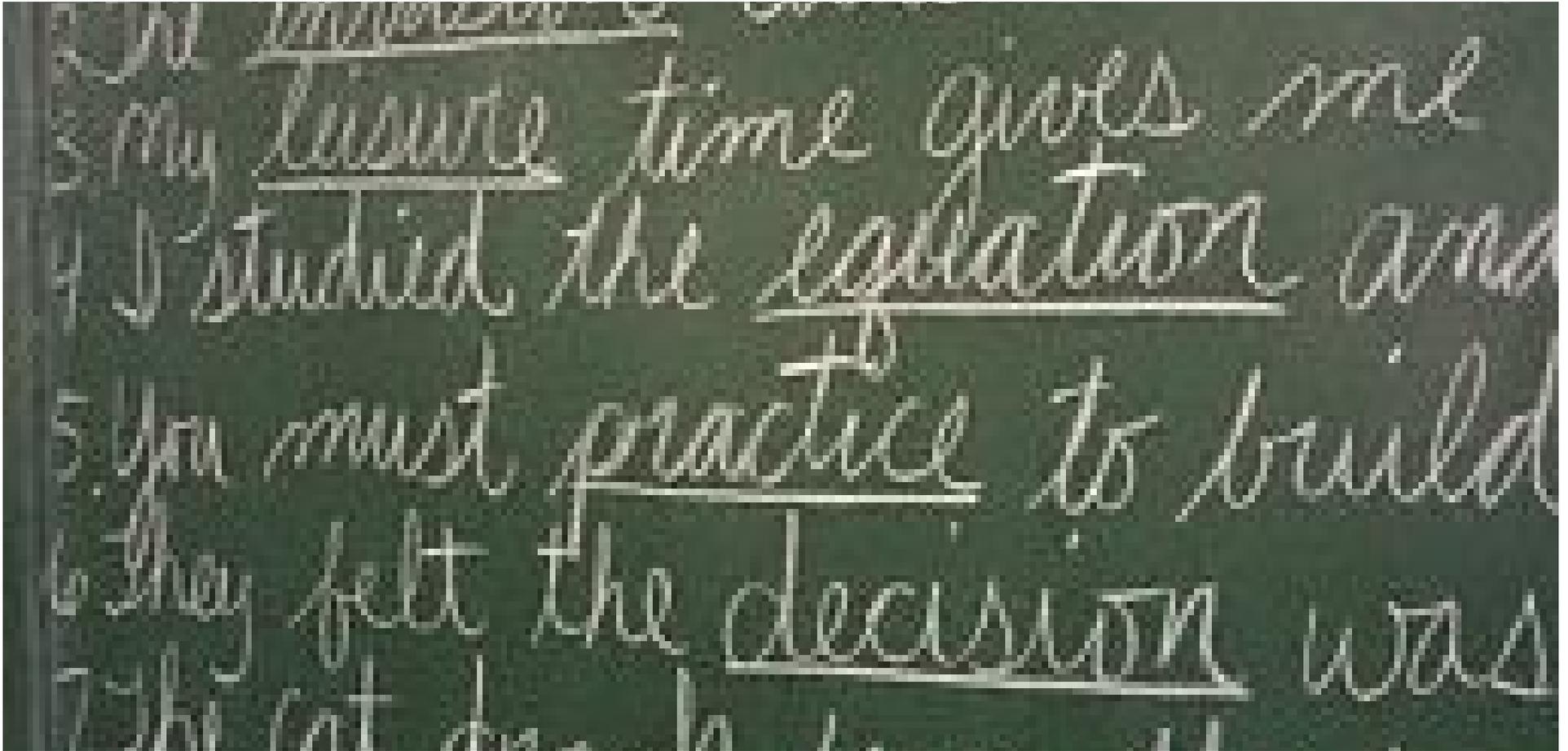
Adopt-an-Anchor: Review of Strategy 1

Step 1: By discipline and/or course, identify assessment anchors that are a natural fit for each content area. Be hard-nosed. Only select what you are willing to teach until students learn it!

Step 2: Schoolwide, track the “adoption” of assessment anchors, identify orphans, and make adjustments as needed.

Step 3: By course, design curriculum, instruction, and assessment to teach students to be proficient in all assessment anchors assigned to specific content areas/courses.

Strategy 2: Increase Time in English, Reading, Math



Increase Course Time in Naturally-aligned Courses

More Core Courses

Redistribute excess course time

| 9-1 | 9-2 | 10-1 | 10-2 | 11-1 | 11-2 | 12-1 | 12-2 |
|------|-------|------|-------|------|------|------|------|
| Eng | PE | Eng | PE | Eng | WL | Eng | Proj |
| Math | Art | Math | Art | Math | X | Math | X |
| Sci | Elect | Sci | Elect | Sci | X | X | X |
| SS | Key | SS | FCS | SS | X | X | X |

More Core Courses

Extra English, reading and/or math for students who need more time.

| 9 th Grade | | 10 th Grade | | 11 th Grade | | 12 th Grade | |
|-----------------------|-------|------------------------|-------|------------------------|---------|------------------------|------|
| Eng | PE | Eng | PE | Eng | WL | Eng | Proj |
| Math | Art | Math | Art | Math | Reading | Math | Math |
| Sci | Elect | Sci | Elect | Sci | Reading | Reading | Math |
| SS | Key | SS | FCS | SS | Reading | Math | Math |

More Core Courses

Increase time in English/Reading and Math

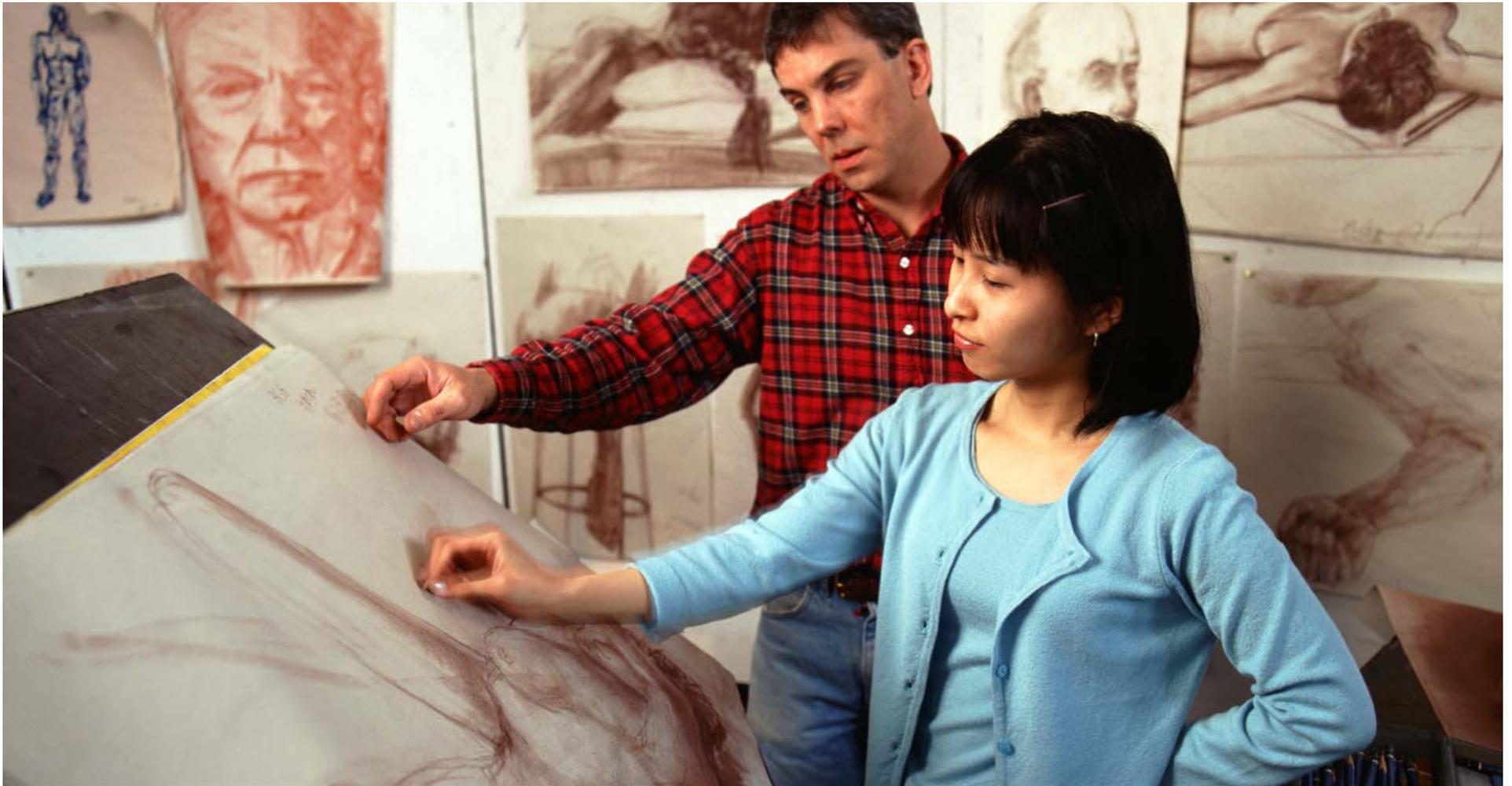
| 9-1 | 9-2 | 10-1 | 10-2 | 11-1 | 11-2 | 12-1 | 12-2 |
|------|---------|------|---------|------|---------|-------|---------|
| Eng | Reading | Eng | Reading | Eng | Reading | Eng | Reading |
| Math | Math | Math | Math | Math | Math | Math | Math |
| Sci | SS | Sci | SS | Sci | SS | Elect | Proj |
| PE | Art | PE | Art | Key | FCS | WL | Elect |

Need More?

Go for better alignment in social studies and science!

| 9-1 | 9-2 | 10-1 | 10-2 | 11-1 | 11-2 | 12-1 | 12-2 |
|------|------|------|------|------|------|-------|-------|
| Eng | Eng |
| Math | Math |
| Sci | SS | Sci | SS | Sci | SS | Elect | Proj |
| PE | Art | PE | Art | Key | FCS | WL | Elect |

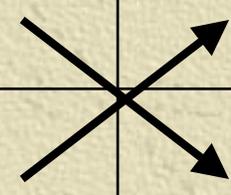
Strategy 3: Link Courses



Create interesting, flexible learning environments
aligned with proficiency measures

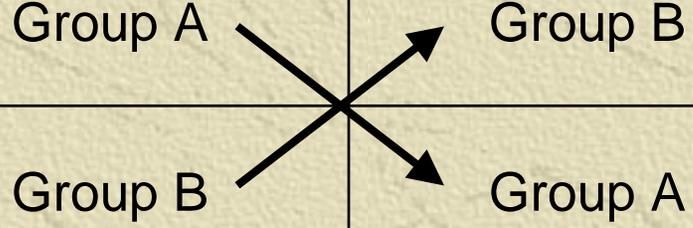
Link Required Courses

| | Period 1 | Period 2 |
|----------------|----------|----------|
| English | Group A | Group B |
| Social Studies | Group B | Group A |



Link Required and Elective Courses

| | Period 1 | Period 2 |
|---------|----------|----------|
| English | Group A | Group B |
| Drama | Group B | Group A |



For example ...

| 9-1 | 9-2 | 10-1 | 10-2 | 11-1 | 11-2 | 12-1 | 12-2 |
|-------------------|----------|----------------------|----------|------------------------|----------|----------------------------|----------|
| English + Drama | | English + Journalism | | English + Theatre Arts | | English + Creative Writing | |
| Math + Statistics | | Math + Tech Ed | | Math + CAD Drafting | | Math + Computer Science | |
| Science | Tutoring | Science | Tutoring | Science | Tutoring | Science | Tutoring |
| SS | PE | SS | FCS | SS | X | X | X |

Strategy 4: Academic Support Courses

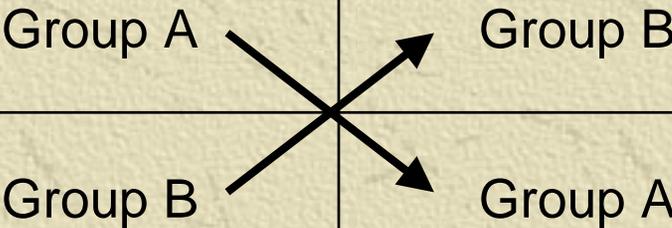


Build in academic support courses for students who need extra time and help.

Example 1:

Add Academic Support Elective for All Students

| | Period 1 | Period 2 |
|---------------------------|----------|----------|
| English | Group A | Group B |
| Academic Support Elective | Group B | Group A |



Example 2:

Add Academic Support Elective for Some Students

| | Period 1 | Period 2 | Period 3 |
|---------|----------|----------|--------------------------------|
| Math | Group A | Group B | Tutoring Elective (A-B mix) |
| Science | Group B | Group A | |

For Example ...

| 9-1 | 9-2 | 10-1 | 10-2 | 11-1 | 11-2 | 12-1 | 12-2 |
|------------------------------------|-----|------------------------------------|------|------------------------------------|------|---|------|
| English + Drama | | English + Journalism | | English + Theatre Arts | | English + Creative Writing | |
| Math + Science + Tutoring Elective | | Math + Science + Tutoring Elective | | Math + Science + Tutoring Elective | | Math+ Tutoring Elective + Tutoring Elective | |
| SS | PE | SS | FCS | SS | X | X | X |

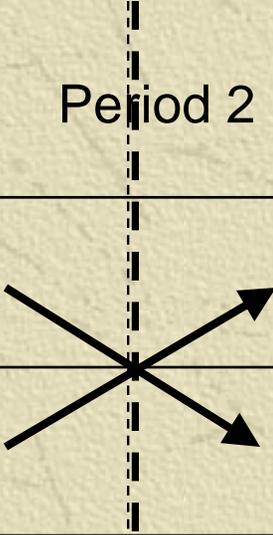
Strategy 5: Extend Class Time



Aggregate multiple periods to create longer class times for some courses.

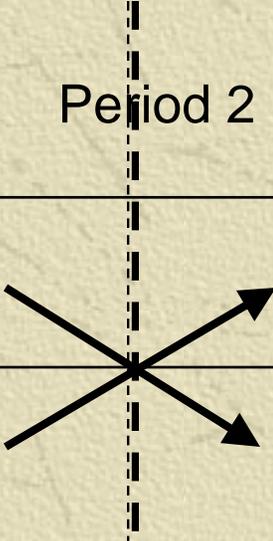
Create Longer Periods

| | Period 1 | Period 2 | Period 3 |
|----------------|----------|----------|----------|
| English | Group A | | Group B |
| Social Studies | Group B | | Group A |



Create Longer Periods

| | Period 1 | Period 2 | Period 3 |
|-----------------------------------|----------------|----------|----------------|
| Math | Group A | | Group B |
| Computer Science: Spreadsheets | Group B | | Group A |



Remember!



The Power of Context: “The lesson of the Power of Context is that we are more than just sensitive to changes in context. We’re exquisitely sensitive to them.”

- *The Tipping Point*, Malcolm Gladwell, 2000