

# Instructional Effectiveness: Rigor, Relevance & Multi-tiered Structural Supports

Day 1

June 24 – 27, 2019

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Associate Superintendent of Schools



# Introductions

- Tell us your name.
- Where you teach or administer.
- Tell us something you personally struggle with in Adventist education.
- Tell us something that you are passionate about in Adventist education.

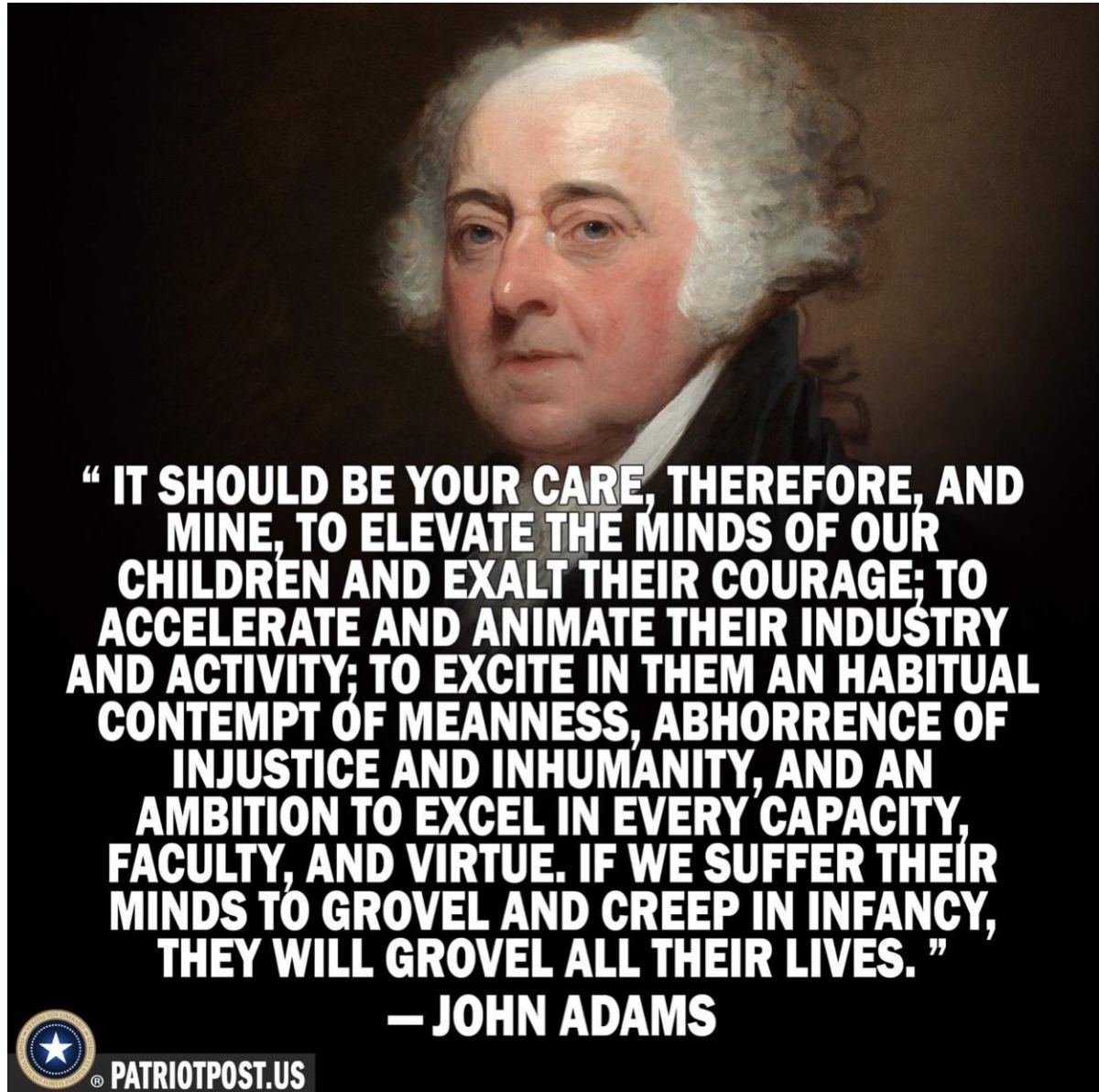


# Course Syllabus

- Log onto

<https://new.edmodo.com/groups/developing-and-supporting-instructional-effectiveness-pk-12-29550677>





**“ IT SHOULD BE YOUR CARE, THEREFORE, AND  
MINE, TO ELEVATE THE MINDS OF OUR  
CHILDREN AND EXALT THEIR COURAGE; TO  
ACCELERATE AND ANIMATE THEIR INDUSTRY  
AND ACTIVITY; TO EXCITE IN THEM AN HABITUAL  
CONTEMPT OF MEANNESS, ABHORRENCE OF  
INJUSTICE AND INHUMANITY, AND AN  
AMBITION TO EXCEL IN EVERY CAPACITY,  
FACULTY, AND VIRTUE. IF WE SUFFER THEIR  
MINDS TO GROVEL AND CREEP IN INFANCY,  
THEY WILL GROVEL ALL THEIR LIVES. ”**

**— JOHN ADAMS**



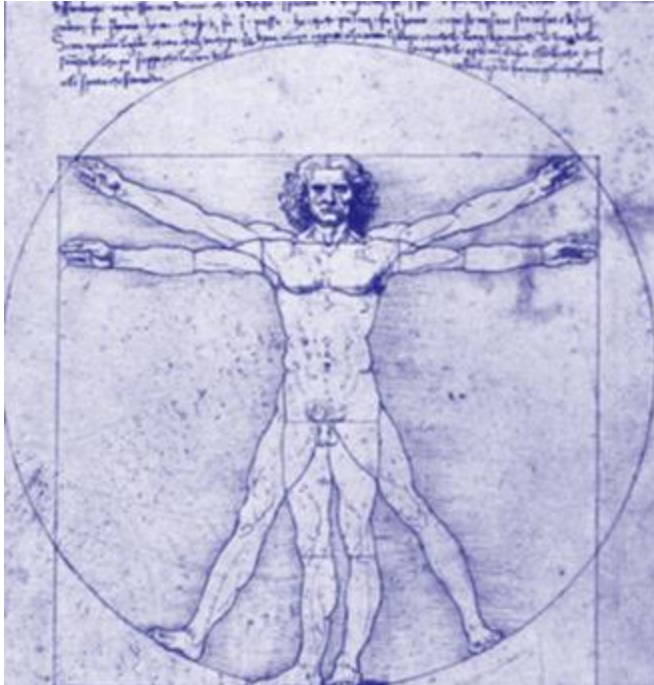
**GROW EXCELLENCE**

# Visualization Activity

- Close your eyes.
- Imagine the group of students you will have next year in your classroom.
- Imagine what they are doing the first several days of school.
- Think of a group of students who may need additional assistance.
- Now, think of one student in particular who will need more support.
- What are you doing with that particular student to help them?
- What are the rest of the students doing while you are working with the one student?
- Open your eyes and get with a partner.
- Each person take one minute to share what you visualized.



# The New Academic Focus: Learner Engagement



“In order to understand what is comprehended in the work of education, we need to consider both the nature of man and the purpose of God in creating him. We need to consider also the change in man's condition through the coming in of a knowledge of evil, and God's plan for still fulfilling His glorious purpose in the education of the human race”  
(White, 1910)



# Accountable Talk Activity

Partner with a new person in the room and discuss the following questions:

1. What is the nature of man?
2. What is God's purpose in creating man?
3. What challenges do our students face today because of sin?
4. How can Adventist educators cooperate with the Master Teacher to fulfill His plan?





# MTSS

## Multi-Tier System of Supports

For information about RTI, Collaboration, Co-teaching,  
& strategies for ALL learners: [SFitzell@SusanFitzell.com](mailto:SFitzell@SusanFitzell.com)

### Response to Intervention RTI

- 1-5 %** Intensive individual interventions
- 5-10 %** Targeted High Quality Interventions
- 80-90 %** Universal High Quality Instruction for All Students



Effective collaboration  
between home and school.

### Continued Support for Teachers Delivering Instruction

- Using Data to Guide Instruction
- Assessment
- Effective Curriculum



Addressing the needs of all learners: From the A+ student to  
the struggling learner by differentiating instruction

Susan Fitzell  
© 2015



Collaboration between schools  
and the district office

FAILURE FAILURE FAILURE  
**PREVENTING**  
FAILURE FAILURE FAILURE





# Elements Supporting Learner Engagement

- Cultivating one-on-one relationships
- Learning new skills and habits
- Incorporating systematic strategies
- Responsibility for learner engagement
- School-wide culture of engagement
- Professional development
- Teachers must set the tone in their classrooms and get to know their students personally.
- Polish your natural inclinations. Be the master of your craft (doctor analogy).
- Learn and access teaching strategies that reach the variety of learners in your classroom.
- It is the teacher's responsibility to engage the student, not the students responsibility to engage the teacher.
- PBIS coupled with rigor and relevance is the SAC approach.
- Teachers must choose to participate and take ownership of their own professional growth in order to align with district initiatives and effect the cultural shift to positively change outcomes.



# A New Generation of Learners: Brain Research

- Use it or lose it.
- Children have limited self-regulation.
- Emotionally charged teens.
- Between the ages of 10-18 the brain ruthlessly destroys the weakest or most superfluous connections.
- Specifically in adolescent brains, emotional impulse control is the last to fully mature. Teenage brains are wired for emotions, fighting, running away, and romantic notions. Teens are not wired for executive functioning skills and measured response.
- The limbic system (emotional center) is the most active during the teen years from 12 – 21, which is why they are drawn to excitement, thrill seeking, intense music, and even horror films. This means teens learn best under these conditions, and they remember best when the learning is connected to themselves or relevant to their current life situation.



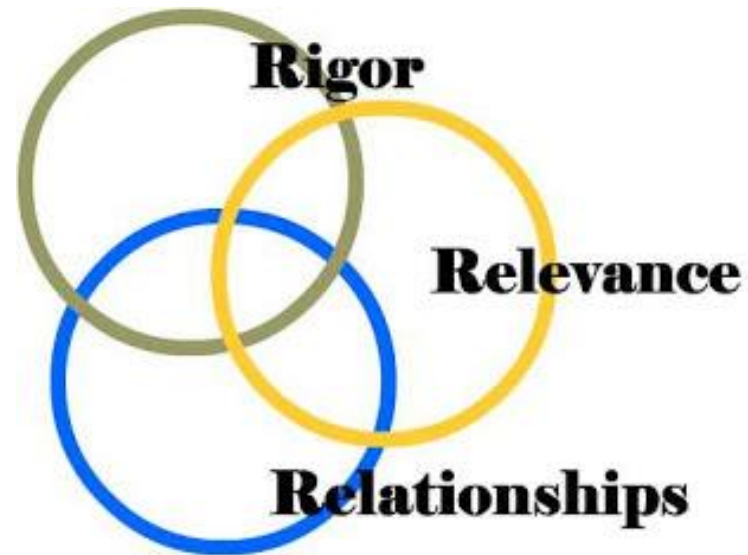
# Rigor and Relevance Framework

**Rigor** – holding high expectations for our educators, communities, and students, supporting our children to reach high levels of learning.

**Relevance** – joyful learning which shows students how education is a thrilling experience which is pertinent for use today.

# The Adventist Connection

Rigor and Relevance help us to be culturally responsive to not only our national or individual cultural heritages, but our unique Adventist values.





“Students who have gained book knowledge without gaining a knowledge of [the practical] cannot lay claim to a symmetrical education. The energies that should have been devoted to business of various lines have been neglected. Education does not consist in using the brain alone. Physical employment is a part of the training essential for every youth. An important phase of education is lacking if the student is not taught how to engage in useful labor” (White, 1913).



# GENDER DIFFERENCES IN SEARCH

## BOYS

- Tolerate loud noises and distractions
- Do better in the front of the classroom
- Focus on action verbs
- More likely to seek out risk-taking behaviors
- Will often shout out answers
- Will often not ask for help, but will grow frustrated
- Thrive on competition and time constraints

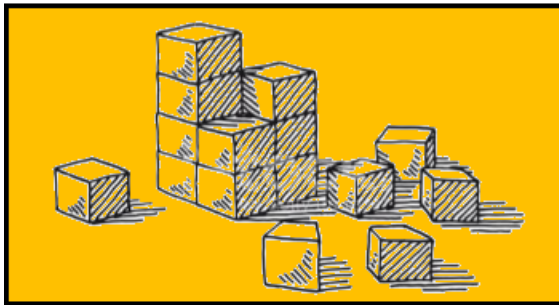


## GIRLS

- Need quiet to learn and work productively
- Can work well anywhere in a well ordered classroom
- Focus on nouns
- Are less-likely to seek out risk
- Find shouting silly
- Thrive on directions
- Stress degrades performance

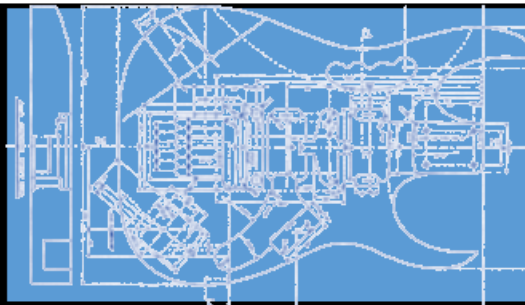


# Brain-compatible Teaching



## Build

Model & Check for Understanding



## Sketch

Guided Practice



## Record

Independent Practice





# Brain-compatible Teaching

- Absence of threat
- Meaningful content
- Physical Movement & Collaboration
- Time
- Feedback
- Mastery
- At some level neither peers or teachers are present - technology.
- A variety of tools used in combination to suit individual interest (not everyone is writing on the same theme, but the same topic).
- Think of the principals of Constructivism or Montessorism, *or* better yet, think of the philosophy of Adventist education.
- Time constraints are important in life, but allow learners to learn to manage their time and work at their pace.
- Students need prompt grading and feedback to expand learning and set goals to improve, check resources, and engage other learners.
- Unless it is a test or quiz, students need to stay with a project until it has become mastered.



# Activity Samples to Build a Strong Team

## Birthday Lineup

Go out into the lobby and line up according to your month and day of birth *without talking at all*.

## Group Knot

Go out into the lobby and stand in a tight circle. Place your hands in the center of the circle, and then grab hands at random. Work as a group to untangle yourselves without letting go of each others hands.



# Data-driven Engagement: Measuring Learner Engagement

- The key to increasing learner engagement is finding efficient ways to measure it.
- That which is measured, summarized, and reported become important and people pay attention – quizzes, tests, CBMs like Stars360.
- Measure current learning, set goals, progress monitor, and recognize individual success – Stars360.
- Making decisions and recording grades into RenWeb based on your good intention or hunches is malpractice.

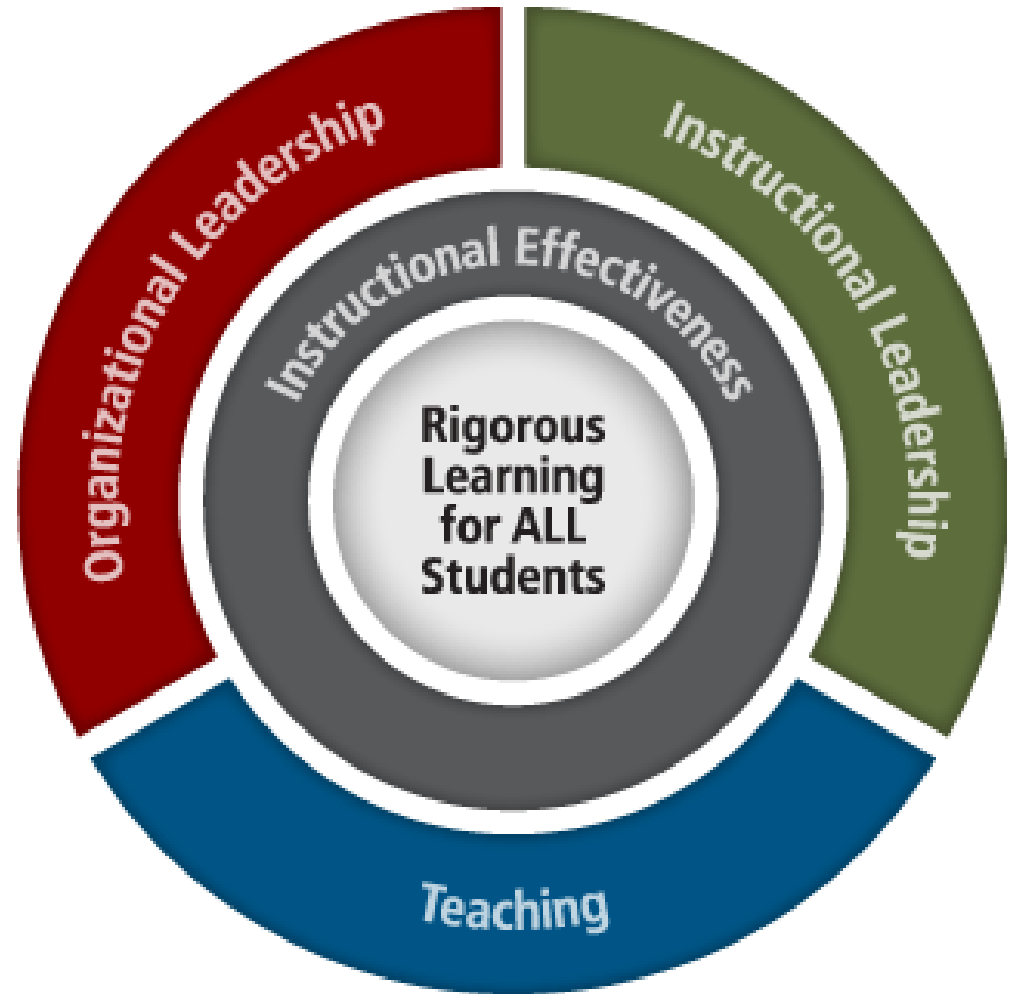


# Four Dimension of Learning Criteria

- **Foundational Academic Learning** – achievement in core subjects
- **Stretch Learning** – demonstration of rigorous and relevant learning beyond minimum requirements in interdisciplinary work. Can you name some examples?
- **Learner Engagement** – motivation and commitment; sense of belonging and accomplishment; relationships with adults and peers.
- **Personal Skill Development** – measures of personal, social, service, and leadership skills; demonstrating positive behaviors and attitudes.



“If learners are to retain and apply what they have learned, they have to enjoy the learning process”  
(Richard Jones, 2012).



# Myth vs. Fact

- “Differentiation is a strategy I use once in a while because it won’t help prepare students for jobs and decision-making in the ‘real world’.”
- “Differentiation is not a set of tools, but a belief system educators embrace to meet the unique needs of every learner. Supporters believe:
  - All students can learn
  - Students learn in different ways at different times
  - Emotions, feelings, and attitudes affect learning
  - When beginning a new topic, students bring their prior knowledge base and experience to the learning.”(Gregory & Chapman, 2007)



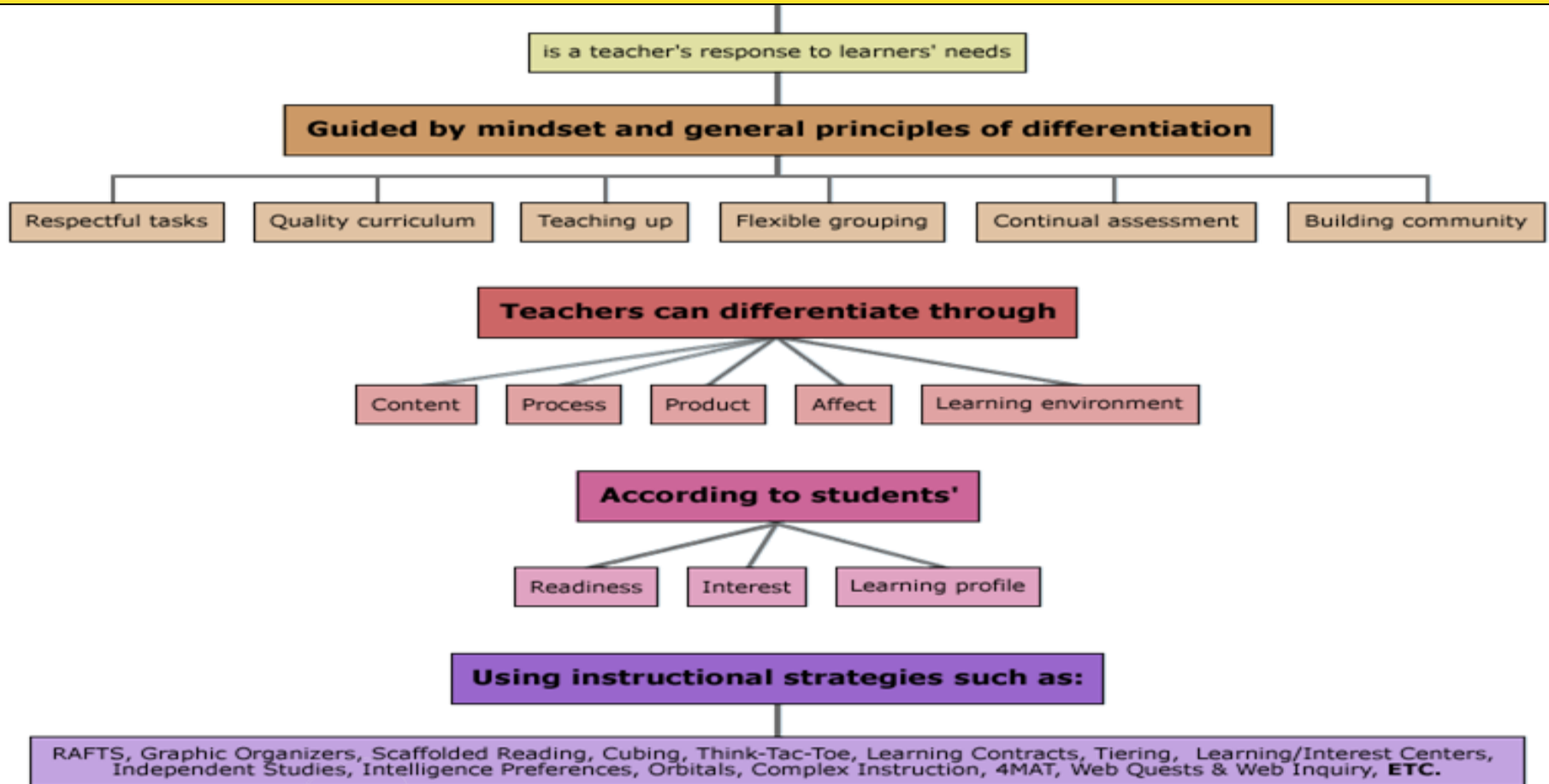


# A Cause for Alarm

- ✓ Only 30% of Adventist students attend an Adventist school. We need to build a better, stronger, faster, more competitive program.
- ✓ More than 8 million students from grades 4-12 are reluctant/at-risk. They include Adventist children.
- ✓ More than 3,000 students drop out of American schools each day. We can expect some to be Adventist.
- ✓ Only 70% of American high school graduates graduate with a regular diploma; yes, some are Adventist.
- ✓ The lowest achieving 25% are most likely to drop out.
- ✓ 53% of college-bound high school students must enroll in remedial college classes, including Adventist students.



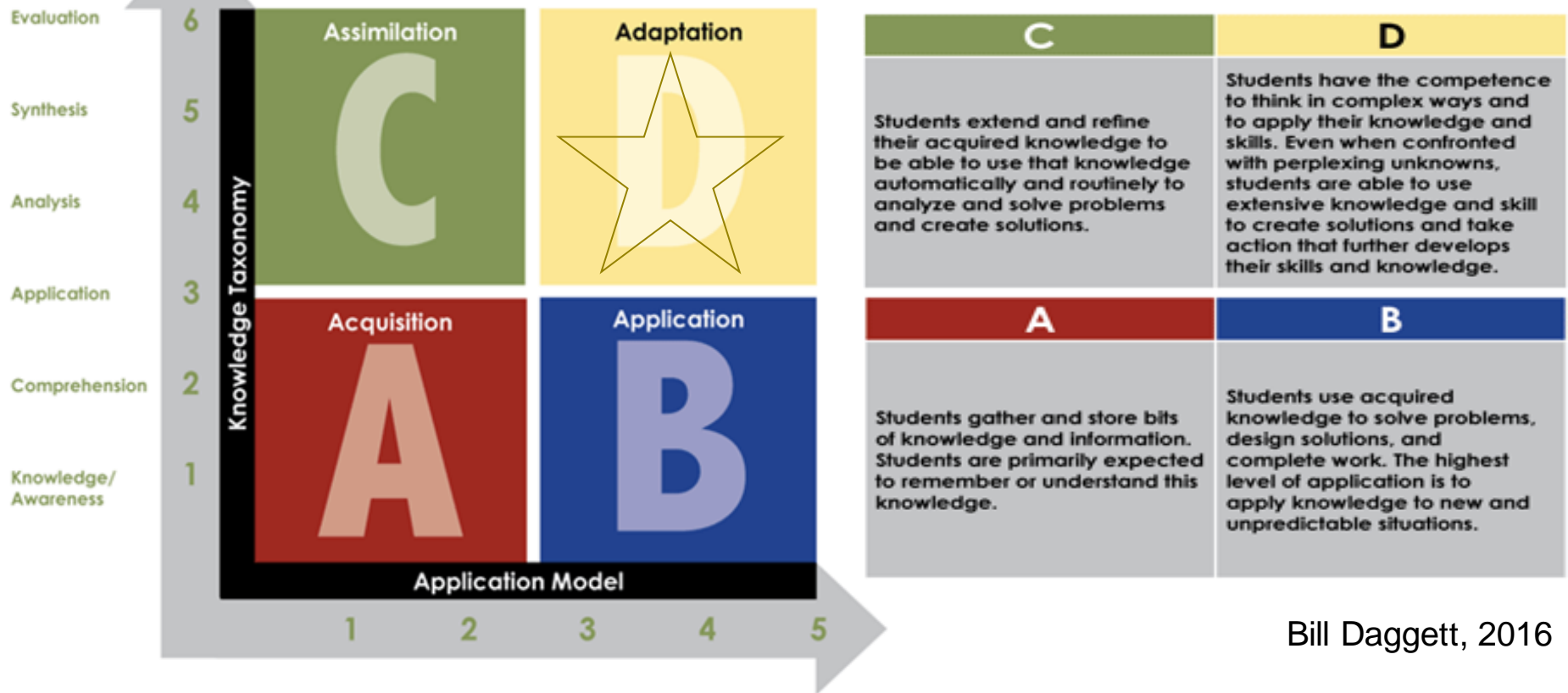
**Data must drive instruction to enable the teacher to differentiate the instruction.**



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## Rigor/Relevance Framework®



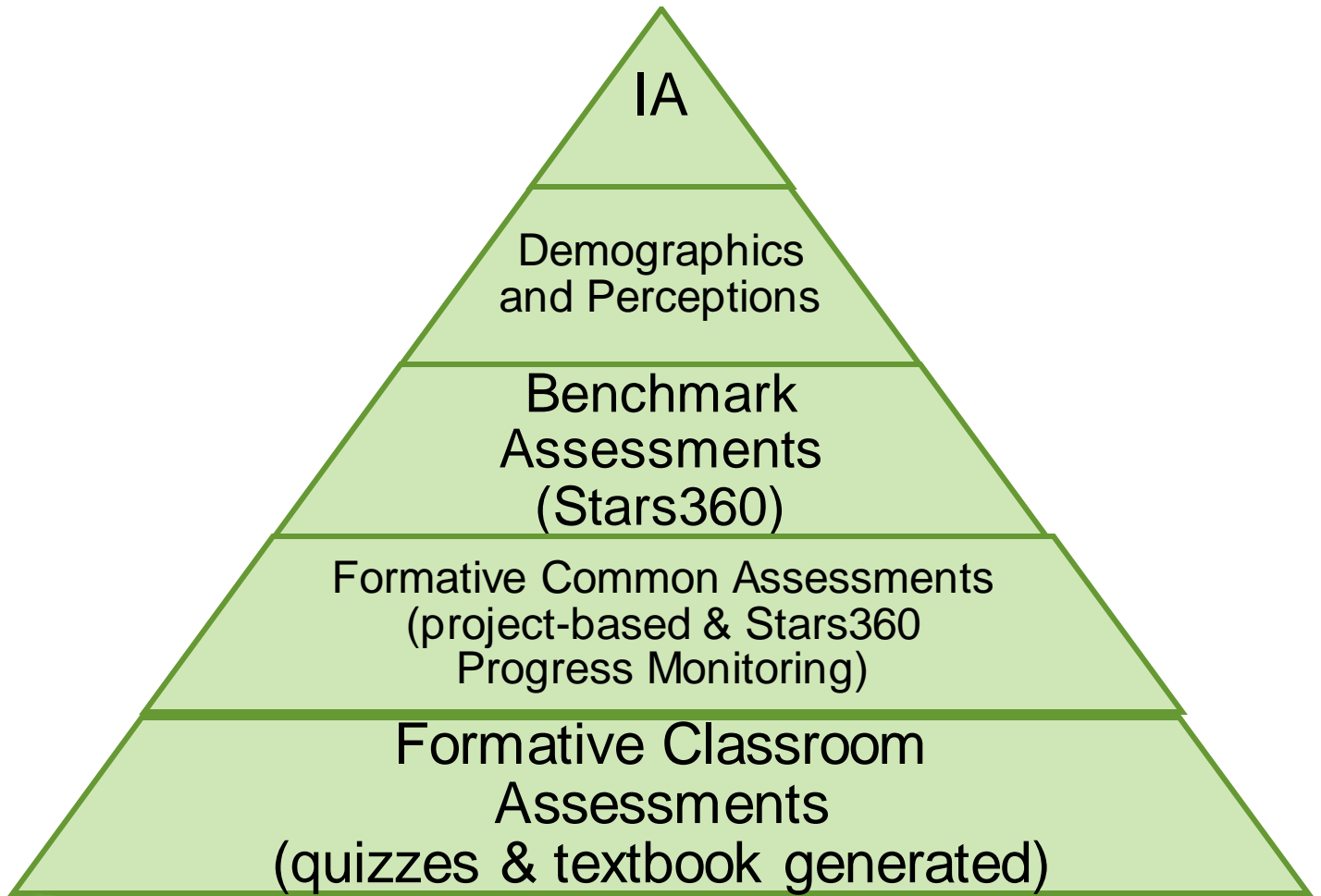
Bill Daggett, 2016



Less often



More often



adapted from *The Data Coach's Guide to Improving Learning for All Students*, p. 129

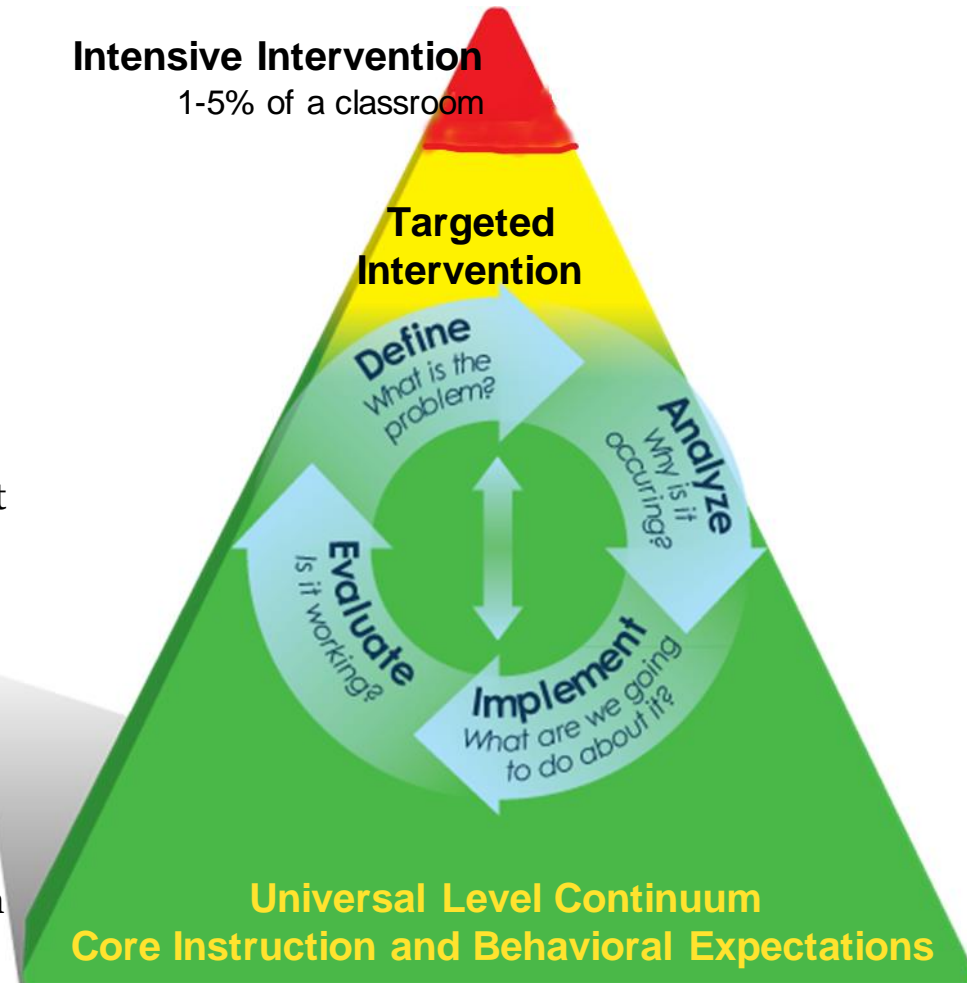


# The Universal Continuum:

1. Chart all student progress.
2. Analyze needs - strengths/obstacles to achievement.
3. Identify strategies to be used within the core curriculum or school-wide behavioral support plan.
4. Core curriculum includes a brain compatible teaching approach:
  - A. Whole Group.
  - B. Small, Differentiated Groups.
  - C. Individualized instruction.
5. Identify further strategies for core instruction or the school-wide behavioral support plan.

**Intensive Intervention**  
1-5% of a classroom

**Targeted Intervention**





S

- **Specific**: State exactly what you want to accomplish (Who, What, Where, Why)

M

- **Measurable**: How will you demonstrate and evaluate the extent to which the goal has been met?

A

- **Achievable**: stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?

R

- **Relevant**: How does the goal tie into your key responsibilities? How is it aligned to objectives?

T

- **Time-bound**: Set 1 or more target dates, the “by when” to guide your goal to successful and timely completion (include deadlines, dates and frequency)





# Data-driven Instruction *IS* A Product of Leadership:

- Standardizing expectations system-wide
- Standardizing tools and protocols
- Facilitating fast and accurate communication
- Enabling professional evaluation and accountability
- Establish school-wide goals of accountability and success

*Leadership*  
in South Atlantic Schools



# Data Driven Instruction

Thoughtful decision making processes for improving student learning.



## 5-Minute Table Talk

- With your table group, create a graphic organizer to describe effective strategies your school is using, and
- Some strategies your building needs to put into place to use data to drive instruction?



# Best Practice Strategies for Using Data to Drive Instruction

- Use Curriculum-based Measurement data from Stars360 to create trimesterly public displays of data in your school.
- Use Student Growth Objectives trimesterly to drive instructional conversations between teachers and administration, asking teachers to cite data indicating how they gauge student learning.
- Ask students to quantify and monitor their learning progress.
- Use charts and graphs to reduce data to useful information by focusing on simple numbers, gap comparisons, and trends.
- Create a School Performance Framework and School Growth Model to chart on-going progress, stagnation, or regression.



# Building Data Processes



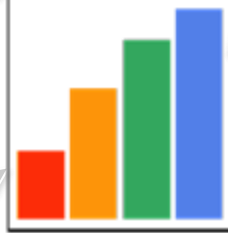
- Use building data to develop a school improvement plan that focuses on a limited number of strategies aligned to the Conference's goals and strategies.
- Determine specific shared instructional strategies to implement school-wide.
- Actively monitor the implementation and the effectiveness of the shared instructional strategies (adult indicators) and their impact on student learning.
- System or school provides professional development related to Conference goals and initiatives.
- Teachers actively participate, assimilate professional development learning.
- Principals follow up on implementation.
- Make adjustments to the school improvement plan.



# Making Data Public

What goal were we trying to meet with this change?

What data established the need for this change?



What data will prove that we succeeded?

Does this change match the values in our mission?



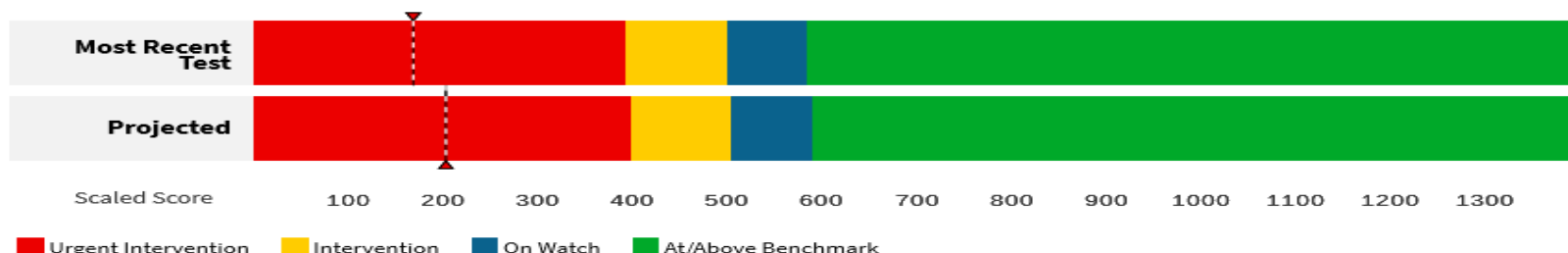
# Instructional Planning – Student Report

## Star Reading Enterprise Assessment (English)

School	Teacher	Class	Demographics All Demographics	Scale Star Enterprise Scale	Benchmark Type District
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<b>B</b> Student	Test Date May 8, 2019 11:13am	Grade 5th	Teacher	Class/Group Grade 5
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### District Benchmark, Grade 5



### Star Reading Enterprise Tests Results

**SS**  
(Scaled Score)

**168**

■ Urgent Intervention  
Scaled Score is based on the Star Enterprise scale.

**Projected SS**  
(for 07/31/19)

**204**

■ Urgent Intervention  
Projected Scaled Score is based on the Star Enterprise scale.

**Growth Score**  
(Open Growth Score)

**824**

The Growth Score uses all psychometrically calibrated items across all assignments to estimate the students overall mastery of Reading.

**PR**  
(Percentile Rank)

**1**

scored higher than 1% of students nationally in the same grade.

**IRL**  
(Instructional Reading Level)

**1.0**

would be best served by instructional materials prepared at the first grade level.

**ZPD**  
(Zone of Proximal Development)

**1.9 - 2.9**

ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Ashanti's ZPD in ARBookFinder.com (<http://www.ARBookFinder.com>) to find appropriate books.





# Individual Literacy Plan (ILP)

- You have just given your first CBM using Stars360.
- Use the following *Suggested Skills* from Stars360 to help you generate an ILP to Respond to Intervention.
- Pay close attention to the skills that are labeled **Focus Skill**. These are critical areas hindering the closing of the student's achievement gap and must be addressed first.
- Create with a partner teacher a mock ILP. You may find the SAC ILP form at [saceducation.org](http://saceducation.org) > Employee Portal > MTSS & RTI Documentation.

**Note:** Teacher completes the student portion with the student. The parent completes their portion during a specially called conference.



## Key Ideas and Details

This score suggests Ashanti is ready for instruction and practice with the following skills:

- K** With support, identify characters in a story
- K** **Focus Skill** Ask / answer with aid questions about key details
- K** **Focus Skill** Identify major events in a story with support
- K** **Focus Skill** Retell stories including key events and details

## Craft and Structure

This score suggests Ashanti is ready for instruction and practice with the following skills:

- K** Identify with aid author / illustrator and roles
- K** **Focus Skill** Identify senses to which descriptions appeal

## Integration of Knowledge and Ideas

This score suggests Ashanti is ready for instruction and practice with the following skills:

- K** Compare with aid character / event in like stories



## Reading Informational

### Key Ideas and Details

This score suggests Ashanti is ready for instruction and practice with the following skills:

- K** Identify the main topic of text with support
- K** Ask and answer with aid key detail questions
- K** **Focus Skill** Retell key details of text with support
- K** **Focus Skill** Compare with aid two people / ideas / events / facts
- K** Identify with aid a stated cause of an event
- K** Sequence events from text with support
- 1** **Focus Skill** Ask and answer 5W questions in text

### Craft and Structure

This score suggests Ashanti is ready for instruction and practice with the following skills:

- K** Identify a book's front / back covers, title page
- K** Name with aid author / illustrator and role



### Integration of Knowledge and Ideas

This score suggests Ashanti is ready for instruction and practice with the following skills:

**K** **Focus Skill** Tell with aid how author supports points in text

**K** Compare with aid texts on same topic

### Reading Foundational

#### Print Concepts

This score suggests Ashanti is ready for instruction and practice with the following skills:

**1** **Focus Skill** Locate conventions that begin and end a sentence

**1** **Focus Skill** Know type of sentence based on end punctuation

**1** **Focus Skill** Identify dialogue indicated by quotation marks



## Phonological Awareness

This score suggests Ashanti is ready for instruction and practice with the following skills:

- 1 **Focus Skill** Blend phonemes to pronounce 1-syllable words
- 1 **Focus Skill** Segment 1-syllable spoken words into phonemes
- 1 **Focus Skill** Isolate and pronounce sounds in 1-syllable words
- 1 **Focus Skill** Identify medial long vowel phonemes in words
- 1 Distinguish long and short vowel sounds
- 1 **Focus Skill** Add or replace vowel phonemes to make new words

## Phonics and Word Recognition

This score suggests Ashanti is ready for instruction and practice with the following skills:

- 1 **Focus Skill** Isolate and identify initial consonant blends
- 1 **Focus Skill** Match spellings / sounds for consonant digraphs
- 1 **Focus Skill** Identify rimes using sound-symbol correspondence





**KEEP  
CALM  
IT'S THE  
END OF  
DAY ONE**

