Change in A Generation

Alaska Superintendents Association Fall Conference
Anchorage School District Education Center
September 28, 2018
The AdvancED Improvement Network

- 100+ years of knowledge and expertise in continuous improvement
- 36,000 schools and districts in more than 70 countries
- World’s largest school improvement network
We know schools because we are in schools

To gauge the quality of students’ experiences and engagement in learning, over the past five years AdvancED has spent:

81,877 hours (= 3,411 days) observing
245,631 classrooms in
14,069 schools

Totals as of March 14, 2018. The numbers increase daily. Time calculations based on the required minimum of 20 minutes per observation.
What We Look for in Classrooms

Seven aspects of engaged learning environments*

• Equitable Learning
• High Expectations
• Supportive Learning
• Active Learning
• Progress Monitoring and Feedback
• Well-Managed Learning
• Digital Learning

*Refers to eProve™ eleot® Learning Environments
In an astounding number of classrooms, it was either unobserved or only somewhat evident that students:

<table>
<thead>
<tr>
<th>Effective Learning Environment Item</th>
<th>Percent NOT OBSERVED or SOMEWHAT EVIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use digital tools to communicate and/or work collaboratively for learning.</td>
<td>79.8</td>
</tr>
<tr>
<td>Demonstrate and/or have opportunities to develop empathy, respect, and/or appreciation for differences in abilities, aptitudes, backgrounds, cultures, and other human characteristics, conditions, and dispositions.</td>
<td>61.3</td>
</tr>
<tr>
<td>Understand how their work is assessed.</td>
<td>57.4</td>
</tr>
<tr>
<td>Engage in differentiated learning opportunities and/or activities that meet their needs.</td>
<td>55.0</td>
</tr>
</tbody>
</table>

Note: Based on 19,147 eleo<sup>®</sup> 2.0 observations conducted in the 2017-18 school year
However, there also was evidence of very **positive** and supportive engagements in classrooms:

<table>
<thead>
<tr>
<th>Effective Learning Environment Item</th>
<th>Percent VERY EVIDENT or EVIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are <strong>treated in a fair, clear and consistent manner.</strong></td>
<td>93.4</td>
</tr>
<tr>
<td>Students <strong>speak and interact respectfully</strong> with teacher(s) and each other.**</td>
<td>89.3</td>
</tr>
<tr>
<td>Students demonstrate a <strong>congenial and supportive relationship</strong> with their teacher.</td>
<td>87.7</td>
</tr>
<tr>
<td>Students are <strong>supported by the teacher, their peers, and/or other resources</strong> to understand content and accomplish tasks.</td>
<td>84.8</td>
</tr>
</tbody>
</table>

Note: Based on 19,147 eleo® 2.0 observations conducted in the 2017-18 school year
How Students Feel in School

<table>
<thead>
<tr>
<th></th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tired</td>
<td>53%</td>
<td>65%</td>
</tr>
<tr>
<td>Bored</td>
<td>46%</td>
<td>50%</td>
</tr>
<tr>
<td>Challenged</td>
<td>39%</td>
<td>40%</td>
</tr>
<tr>
<td>Pressured</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>Confused</td>
<td>27%</td>
<td>33%</td>
</tr>
<tr>
<td>Appreciated</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Excited</td>
<td>25%</td>
<td>14%</td>
</tr>
<tr>
<td>Happy</td>
<td>42%</td>
<td>29%</td>
</tr>
<tr>
<td>Interested</td>
<td>31%</td>
<td>30%</td>
</tr>
</tbody>
</table>
How **93,000 Teachers** Describe What Students Do Most Often in Class

- **Listen to Instruction**
- **Make Presentations**
- **Give Project Demos**
- **Write Papers**
- **Complete Long Projects**
- **Complete Easy Work**
- **Memorize**
- **Complete Brief Projects**
- **Work Alone**
- **Complete Challenging Work**
- **Take Tests**
- **Classroom Work**
- **Complete Worksheets**
- **Write**
- **Work With Others**
How 279,000 Middle School Students Describe What They Do Most in Class
How **401,000 High School Students** Describe What They Do Most in Class

- Listen to the Teacher
- Work With Others
- Complete Easy Work
- Complete Brief Projects
- Memorize
- Work Alone
- Take Tests
- Think
- Complete Challenging Work
- Write
- Complete Long Projects
- Write Papers
- Complete Easy Work
- Complete Long Projects
- Give Project Demos

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## Student Engagement

### across different age groups*

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Behavioral (%)</th>
<th>Cognitive (%)</th>
<th>Emotional (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>72%</td>
<td>78%</td>
<td>76%</td>
</tr>
<tr>
<td>Middle School</td>
<td>66%</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>High School</td>
<td>50%</td>
<td>58%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Behavioral Engagement: a student’s efforts in the classroom
Cognitive Engagement: a student’s investment in learning
Emotional Engagement: a student’s emotions or feelings about the classroom and school

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*Based on responses on the AdvancED Student Engagement Survey from
298,239 Elementary School Students  
277,517 Middle School Students  
264,285 High School Students
<table>
<thead>
<tr>
<th>Engagement Type</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEHAVIORAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committed</td>
<td>64%</td>
<td>49%</td>
</tr>
<tr>
<td>Compliant</td>
<td>12%</td>
<td>38%</td>
</tr>
<tr>
<td>Disengaged</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>Mixed</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>COGNITIVE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committed</td>
<td>63%</td>
<td>60%</td>
</tr>
<tr>
<td>Compliant</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Disengaged</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>EMOTIONAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committed</td>
<td>59%</td>
<td>52%</td>
</tr>
<tr>
<td>Compliant</td>
<td>19%</td>
<td>29%</td>
</tr>
<tr>
<td>Disengaged</td>
<td>22%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Note: eProve™ Student Engagement Survey data percentages may not equal 100 due to rounding.
When students report being behaviorally, cognitively and/or emotionally engaged and committed they:

- Participate actively in class discussions and activities*
- Receive specific feedback about their work* from their teacher and/or classmates to better understand what they are learning
- Receive acknowledgement and/or praise* for their strengths or accomplishments
- Complete assignments that meet their personal learning needs*
- Feel safe at school*
- Complete challenging work*
- Work on real-life problems*

*Correlation is significant at the 0.01 level in a two-tailed test.
When students report being behaviorally, cognitively and/or emotionally disengaged and uncommitted they seldom:

- Complete challenging work*
- Work on real-life problems*
- Work on assignments that extend beyond one class period*
- Explore and begin to plan for college and/or careers*
- Receive specific feedback about their work* from teacher and/or classmates to help better understand what they are learning
- Are provided opportunities to correct* and/or improve their work

*Correlation is significant at the 0.01 level in a two-tailed test.
Disengaged Students Have Positive Attitudes

We cannot dismiss disengaged students as disgruntled slackers.

• They have positive things to say about their teachers and described them as **caring**, **honest**, and, in the case of middle school students, **fun**.
• They have positive interactions with adults.
• They need challenging work, group work and real-world activities.
• Only about 10 to 20 percent of students at both levels felt that their teachers were unfair, fake and mean.
• Fewer than 10 percent described teachers as untrustworthy.
The Promise of Continuous Improvement

Enlightening the journey of learning...
Key Questions to Consider

• Why continuous improvement?

• Why have we struggled to improve our schools in a consistent, sustainable, and scalable manner?

• Do we believe our schools can improve?

• Is improvement a transactional event or a developmental process?

• Does policy, process and practice support improvement as a compliance or growth activity?
“Continuous improvement is an embedded behavior within the culture of a school that constantly focuses on the conditions, processes, and practices that will improve teaching and learning.”

- Mark A. Elgart, Ed.D., Meeting the Promise of Continuous Improvement
Next Evolution of Improvement Systems

- Moving from transactional (compliance) to developmental (progress)
- Escaping from annual event planning to a journey over time
- Closing the gap between inputs and results
- Analyzing and monitoring actions
- Measuring impact on teaching and learning
How do you know your improvement efforts are effective and impactful?
Change in a Generation...

All learners will be college and/or career ready upon graduation.

• Set the Vision
• Define measures
• Establish a coherent, sustainable system
• Invest in capacity building
• Monitor and support movement

How do we educate the digital student of today for a future where most jobs have yet to be created, using technologies that have yet to be invented, to solve problems we do not even know exist?
Assessing Learning

How will the system assess learning in the future?

• Today: Large-scale assessment
• Today: Achievement focused
• Future: Real-time, periodic, curriculum embedded assessments
• Future: real-time results to inform and guide teaching
• Future: Growth and Achievement

Three Challenges for the Future
Measuring School Quality

Three Challenges for the Future

How do we measure school quality?

• **Today:** largely dependent on large-scale assessment results
• **Today:** compliance to criteria
• **Future:**
  • multiple assessments in knowledge, skills, and aptitudes
  • school quality factors focused on conditions, practices and behaviors such as culture, climate and engagement
Improving Low Performing Schools

How do we make investments that align with the needs and drive the improvements necessary for a low performing school?

Today: poor track record, external intervention strategies, unrealistic timelines and expectations

Future: culture and capacity assessment; leadership; smart investments; focus on positive movement over time; early identification and intervention

What is the future of choice?
Impact of Moore’s Law… is the observation that the number of transistors in a dense integrated circuit doubles approximately every two years.

The pace of new technologies is now outpacing human adaptability to such innovations. (Eric Teller)

Our challenge, and ultimately our survivability… the only way to retain a lifelong working capacity is to engage in lifelong learning (Thomas Friedman)
Challenges

• Fixing the present vs. Creating the future
• Shifting and volatile resources
• Expanding and diversifying learner needs
Critical Attributes

**CONTINUOUS IMPROVEMENT** is an embedded behavior within the culture of a school that constantly focuses on the conditions, processes, and practices that will improve teaching and learning.

**FUTURE ORIENTED LEADERSHIP**...it is imperative that leaders focus on creating the future by building capacity and ownership by people to pursue the future.
Growing trend... that education should support every learner in pursuing a personalized journey that:

- embraces complexity,
- leads to deep knowledge, and
- prepares the learner to initiate and anticipate change.
Consider...

• Re-imagining the roles and responsibilities of teachers and learners

• Building diverse delivery systems to meet the interests and needs of every learner

• Creating environments to support learners as problem solvers and innovators
LEADERSHIP LEVERS

CULTURE... generally refers to the beliefs, perceptions, relationships, attitudes, and written/unwritten rules that shape and influence every aspect of how a school functions.

TALENT... attracting, developing, retaining and utilizing people with the required skills and aptitudes can improve organizational performance.

KNOWLEDGE... employee knowledge of the organization’s core functions, responsibilities, expectations, and disciplines enhances and ensures effective practice.

EXECUTION... purposeful action designed to directly and intentionally achieve an expected result.
By making the realities and complexities of schooling visible, we make improvement possible.