GOALS – "PUTTING IT ALL TOGETHER"

OXFORD HIGH SCHOOL

OHS NORMS

1. Focus on student learning
2. Maintain positivity in our attitudes and perspectives
3. Exhibit professionalism through committed engagement

OHS VISION

vision – an aspiration description of what an organization would like to achieve or accomplish in the midterm or long term future

OHS Vision
OHS Cares...Loving, Teaching, Inspiring

SUM IT UP

Take five minutes and list 3 to 5 bullets that "sum up" what our vision statement means to us as a staff.

OHS VISION…WHAT DOES IT MEAN?

-relationship building-peers and faculty

-high standards for all learners with accountability

-celebrate all victories

-push them to seek new opportunities outside their comfort zone

-"finding common ground"

-holding students accountable

-student before athlete

-loving everyone despite their flaws

-giving all what they need to be successful

-teach students how to think

-motivate students to care

-create life-long learners and productive citizens

-education does not exist for its own sake

-love what we do

-leave them better that how you found them

-invest in the kids outside of class

-student-centered

WHERE ARE WE NOW?

WHAT'S WORKING AND WHAT'S NOT?

Antecedents – causes or routines that create specific effects or results When a strong correlation exists between a cause and an effect we refer to it as antecedent.

The Leadership/Learning Matrix

		Lucky	**Leading**

E F F E C T S **D A T A**	R E S U L T S	➤ High results,
		• Low understanding of antecedents
		• Replication of success unlikely
			➤ High results,
			  ➤ High understanding of antecedents
			  ➤ Replication of success likely

		Losing Ground	**Learning**

		➤ Low results
		  ➤ Low understanding of antecedents
		  ➤ Replication of failure likely
			➤ Low results,
			  ➤ High understanding of antecedents
			  ➤ Replication of mistakes unlikely

ANTECEDENTS   - ADULT ACTIONS/INTERVENTIONS
CAUSE DATA

Doug Reeves: *Accountability in Action* 2004

HOW ARE WE GOING TO GET THERE?

<u>Antecedents</u> – Causes or routines that create specific effects or results. When a strong correlation exists between a cause and an effect we refer to it as antecedent.

Those who understand the structures and conditions (antecedents) that lead to success and know how to avoid those antecedents that perpetuate mediocrity or static student performance will be able to sustain improvement year after year, despite cohort changes."

Source: White, Beyond the Numbers, 2005, p. 43

Instructional Strategies

Administrative Structures & Learning Conditions

Teacher Routines

ADMINISTRATIVE STRUCTURE AND LEARNING CONDITIONS

School wide procedures

➢ **Transitions between activities**

➢ **Routines for asking questions**

➢ **Routines for opening classes**

➢ **Teaching classroom procedures**

➢ **Closing activities**

➢ **Collecting assignments**

➢ **Establishing rules**

➢ **How teams and groups are formed**

**Most are implemented by the teacher, but administration have instituted this school-wide or district-wide.

INSTRUCTIONAL STRATEGIES

- ➢ **Micro-teaching**

- ➢ **Higher-order questioning**

- ➢ **Students explain reasoning (Classroom discussion)**

- ➢ **Descriptive feedback**

- ➢ **Self-assessment and reflection protocols**

- ➢ **Reciprocal teaching**

- ➢ **Meta-cognitive strategies**

- ➢ **Formative evaluation**

TEACHER ROUTINES CHECKLIST

- ❑ **Standards are highly visible in the classroom**
- ❑ **Standards are expressed in student-accessible language**
- ❑ **Examples of proficient and exemplary student work are displayed throughout the classroom**
- ❑ **The teacher published in advance the explicit expectations for proficient student work**
- ❑ **The teacher can explain to every parent or stakeholder the specific expectations of a student for the year**
- ❑ **Students can spontaneously explain what proficient means for any assignment**
- ❑ **The teacher has the flexibility to vary the length and quantity of curriculum content daily**
- ❑ **The teacher exchanges student work with a colleague for review and collaborative evaluation at least once every two weeks**
- ❑ **The teacher uses a variety of assessment techniques**
- ❑ **The teacher provides feedback to students and parents about the quality of student work compared to the standards, not in relation to a "curve"**

<u>HOW ARE WE GOING TO GET THERE?</u>

<u>WHAT WORKS?</u>

Take 15 minutes to write administrative practices, instructional strategies, and teacher routines that work at OHS.

<u>WHAT DOESN'T?</u>

Take 15 minutes to write administrative practices, instructional strategies, and teacher routines that do NOT work at OHS.

WHAT'S WORKING

-formative assessments

-PLCs when student-centered

-remediation when students show deficiencies

-learning from each other

-freedom of teachers…lesson plans, flexibility

-school climate

-giving feedback to the students

-adapting to student needs

-Charger Award-recognition of students

-laptops

-resources are plentiful

-people over policies

-increased value of teacher input

WHAT'S NOT WORKING

-flex-lots of teachers have planning

-seniors leaving with early dismissal even though they are failing (mandatory study hall)

-district collaboration with software

-more opportunities for those who don't have PLCs to collaborate

-relationship among faculty

-need to do peer evaluation

-multiple tests in one day due to having 7 classes

-preserving class time-too many field trips (maybe one per subject area)

-short class time

-lottery system for teachers

-teachers need feedback too

-more consistent practices across the disciplines (reading/writing)

-no accountability for flex-students know we aren't keeping track

-zero period attendance/tardies (6 and you're out)

-having to meet PLCs every day when you only teach one section of that class

-kids in high school that can't read

-orientation for new students

TOP 10 INFLUENCES ON ACHIEVEMENT

➢ Students self reporting grades/student expectations - 1.44
➢ Piagetian programs - 1.28
➢ Response to Intervention - 1.07
➢ Teacher credibility - .90
➢ Providing formative evaluation - .90
➢ Micro-teaching - .88
➢ Classroom discussion - .82
➢ Teacher Clarity - .75
➢ Feedback - .75
➢ Reciprocal teaching - .74

(12) Teacher-student relationships - .72

ABOVE THE LINE

- **Not labeling students - .61**

- **Direct instruction - .59**

- **Mastery learning - .58**

- **Student-centered instruction - .54**

- **Home environment/socio-economic status - .52**

- **Reducing anxiety - .40**

- **Motivation - .48**

BELOW THE LINE

- Principals and school leaders - .39
- Decreasing disruptive behavior - .34
- Ethnicity - .32
- Homework - .29
- Class size - .21
- Matching style of learning - .17

TOP THINGS THAT GREAT SCHOOLS DO:

➢ **DOUBLE** the time devoted to literacy and math.
➢ **EXTEND** the time when grades are due from teachers to the administration after final exams.
➢ **TEACH** project management, time management, and self discipline
➢ **RESTRICT** student choice for any student reading below grade level
➢ Require **NON-FICTION WRITING** in every class
➢ **INCREASE** student feedback, providing daily or weekly feedback
➢ **COLLABORATE** among teachers for evaluation of core skills
➢ Create **COMMON ASSESSMENTS**

INCREASE OR DECREASE…THAT IS THE QUESTION

➢Experimental, inductive, hands-on learning
➢Active learning
➢Diversity of teacher role
➢Emphasis on higher-order thinking
➢Deep study of a smaller number of topics
➢Reading of "real" texts
➢Student responsibility of work
➢Student choice
➢Attention to affective and cognitive needs
➢Cooperative, collaborative activity
➢Heterogeneous grouping
➢Inclusion
➢Varied and cooperative roles for all stakeholders

➢Whole class, teacher directed instruction
➢Student passivity
➢Presentational, one-way transmission of information from teacher to student
➢Prizing and rewarding silence in the classroom
➢Worksheets, workbooks, "seat time"
➢Reading of textbooks and basal readers
➢Thinly cover large amounts of content
➢Memorization of facts
➢Emphasis on competition and grades
➢Tracking or leveling into "ability groups"
➢Pull-out programs
➢Use of reliance on standardized tests

WHAT STUDENTS SAID

1. **More hands-on activities**
2. **More enthusiastic teachers**
3. **Teachers with expanded teaching techniques**
4. **Teachers with positive attitudes**
5. **More opportunities for students to teach students**
6. **Teachers demonstrating more respect towards students**

Source: Mid-continent Research for Education and Learning 2006

WHAT'S GOING ON IN SCHOOLS?

Clear learning objectives: 4 %

Worksheets: 52%

Lecture: 31%

Monitoring with no feedback: 22%

Student required to speak in complete sentences: 0%

Evidence of assessment for learning: 0%

Evidence of bell-to-bell instruction: 0%

Fewer than ½ of the students engaged: 82%

Source: Learning 24/7, Classroom Observation Study 2005