

**Questions and Solutions:
The Problem-Solving Process and Interventions
for a Continuum of Services**

Session 5

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Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

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Know the Impact:
How Professional Learning with Evidence-based
Instructional Practices Can Effect Student Achievement

8:15 am - 9:45 am

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00:00:00

Dr. Cave: --morning. It was working, good morning. I'll try this. It works. All right, good morning. Glad to see all of you here this morning. We have another very informative and applied knowledge day ahead of you. And we're very happy to welcome this morning Diane Gillam and Kendall Hunt, and I've got their bios here. So just to tell you a little bit about them, Diane is the project manager for the Virginia Content Literacy Continuum, SLC, and is and she also serves as strategic instruction model national leader with the University of Kansas. Of course we don't let Kansas claim her because Diane worked for us for several years at the Virginia Department of Education.

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Dr. Cave: That's when I first met her, and she has expertise in learning disabilities as well as in other areas. So I know you'll be happy to hear from her this morning. And then Kendall Hunt works with Diane, she's CLC project coordinator in Virginia. She has a Masters in reading, language and literacy. She's a delight to get to know, I'm glad to get to know her this year. And we're working closely with them as we pursue the integration of multi-tiered system of supports of instruction and helping kids in Virginia. And that means all kids, not general Ed., not special education, all kids. I did want to introduce to you [Tom Manthy ?], some of you may know him. Tom, there he is, he's in the back. Tom works with CLC Sims, he is also the project director for our [Spedig ?] grant, but yet he's working closely with us as we pursue tiered systems of support.

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Dr. Cave: He is the newest member of the offices of student services, but he's not the newest member of the Department of Education or Special Education and Student Services. He has been with us for a while, but he was, he came over to work with our

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offices. Specifically to work with tiered systems of supports, so we're glad to have him here working with Susie, and with Wayne, and with the coaches and the rest of the folks. So without any further delay we'll get going. I think Regina has a few housekeeping things before Diane and Kendall get started, so I'll give the microphone to her.

Ms. Pierce: Actually I only have one housekeeping thing, and it's a one step direction. So we can do this, they've moved the breakout rooms. Wherever it was that they said in the agenda it's no longer there, it's right there on the left it's room G. So when you walk out the door turn left and you'll be at room G, how easy was that. And so without further ado--

00:03:02

Ms. Gillam: ...--test, how is that? Is it working? Okay great. Well good morning for day two. Yesterday we did a whole lot of dancing, well today we're going to take another adventure I hope. We're gonna do some deep diving, so when you leave here you can talk about your extended spring break experience. You did some dancing, did some deep diving, you were on the land, you're in the sea.

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Ms. Gillam: So with that said I'd like to ask you to find your unit organizer, that's yellow. And then if you'll go ahead and find the blue sheet that has also the title at the top of the session. And then if you want to just kind of keep these two close by because as you'll see as we've identified the session topic you'll also see the subtopics that we'll be exploring and identifying. And so you can look across at your blue sheet and you can see the resources that are there that represent and support that information. Okay, also in your handouts you should have I want to say a blush color that says CLC at the top.

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Ms. Gillam: And so I'm just going to state that if you will find this and consider this an invitation to the breakout session that's this afternoon from one to three. This is where we will talk in more detail as Cindi was sharing with you in our introduction about the work of the Content Literacy Continuum. All right so we've kind of done a three part paper shuffle, and now I'm gonna ask you to come back to the unit organizer.... So what I want to share with you is this is also going to be serving as our advanced organizer.

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Ms. Gillam: And I will have a footnote here to state to you that this is an example of one of the routines that we use with the work that we're doing in our sites with adults as well as with students. So as you can see our current session is know thy impact, and then if you'll look across we have our next session could be possible the Virginia CLC

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demonstration site, which is actually a week from today in Manassas City. So we'll give you more information on that, what's also important is the connection between these two. Because they were really about school change, that's what we're all here today learning and growing with understanding school change. Now what I'd like for you to do is go back to where it says current unit, and this is what our unit is going to be about today. Our current unit is about how professional learning with evidence based instructional practices can impact or affect student achievement.

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Ms. Gillam: This is going to be discussed today by exploring shifts in learning and leading, by identifying evidence based practices, by engaging in evidence based decision making, and then by reviewing student achievement. Now that we have made the information for this session very transparent, and hopefully coherent I'd like for you to look at what we call the unit relationships. And so as we move through these particular components we're going to be appraising, examining and analyzing. Then as we move through the unit we will be answering these three questions, so if you'll follow along on your unit organizer. The first question is how do the shifts in learning and leading impact student achievement? The second is, how is data driven decision making impacting our instruction and our students?

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Ms. Gillam: And the third question is how can we provide resources to successfully support adolescent literacy development? So we will stop at different points to engage in conversation at your tables around these questions, and then we'll revisit these at the end and share out kind of a harvest of what you're thinking is about the information that's been shared. As well as even additional questions that you may have, or actions that you would like to take. Finally we have a schedule for our 90 minutes together, so if you look on your far left you'll see that we have three activities built in. Very simply stated the shift activity, the effect size activity, and the dashboard activity. So unbeknownst to us yesterday there was a dashboard activity and that was really nice because can just make more connections and build further out what that dashboard is gonna look like.

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Ms. Gillam: So by the time you leave here you've got a full engine, you've got it all set up and ready to go. Also we provided for you two QR codes, or quick response codes that you see on your left is the one that will actually take you to an archive webinar on the CLC. And the one on the right is to a sup's memo that was issued in September, that will provide a link if you do want to look further into attending that demonstration next week in Manassas City. All right, so now what we're going to do is turn this over and on the back you will see what we refer to as the expanded map. What you will also

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notice is that it's just a duplication of the unit map that was on the front, and this is where we can add new information.

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Ms. Gillam: Which can also serve as for today, and just like for our students it's where we would put the critical notes. So to get us started we have already listed for you the five shifts. Everybody see those? All right, so here we go. The shifts that I'm gonna share with you are representative of the eight years of work that we have been implementing a framework with evidence based practices. And what we have found out is that these shifts are critical to undergird the effective implementation of evidence based practices with fidelity. So I'm gonna get us started with the first shift, and that first shift as you see is collaborative, is distributive leadership to collaborative leadership.

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Ms. Gillam: Distributive leadership was made prominent through the work of Richard Elmore who was a professor at Harvard, and has done a lot of work with Ed. leadership. So with today's time we really don't have one person that's kind of directing it all as one vision. We truly do have shared leadership and we know that with today's multiple tasks and changing landscape that administrators face as well as the complexity that it is necessary to share the load. So distributive leadership is widespread. You're probably shaking your head and thinking to yourself how you know that you can't shoulder it all, so then we have the shift to collaborative leadership. And what's significant about this is that it becomes recognizable, it becomes recognizable that everyone has an area of expertise that we need in order to get the job done.

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Ms. Gillam: Every educator comes to the table sharing their expertise in order for us to succeed. What also is a difference is that there are established norms and protocols to have consensus building, to work through conflict resolution. So we have different mechanisms for that, we have shared responsibilities, we have shared power and authority, and we have shared information. There is total transparency with the work that we're doing. This is further looks, we can describe it as individuals who are willing to take a risk, that they're optimistic about the future, they're eager to listen, and they're also able to share the power, the credit, and the knowledge. So that's our first shift.

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Ms. Gillam: Ready? Second shift, the second shift is from instructional leader to learning leader. So the instructional leader asks the question what was taught, how is it taught? Here is the shift, the learning leader asks the question so did the students learn the critical information, and how do we know? The second part of that is so how can we use the evidence from the student learning to improve our instruction? So we're moving from

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teacher directed to student centered. Also we are the key focus of the learning leader is on learning for adults as well as students. This looks like job embedded professional development where there are planned and purposeful activities that are scheduled throughout the day for teachers and administrators to engage in reflecting as well as collaborating.

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Ms. Gillam: This also looks like coaching, the use of data teams, collaborating on lessons and monitoring those, as well as doing action research. Third shift, and then we're gonna take a little break for you to do some thinking about what has been brought forward to you so far. Third shift, professional development to professional learning. So professional development is a comprehensive sustained intensive approach for teachers and administrators to improve student achievement results. Professional learning is cyclical, it's ongoing. It's also understanding that improvement has no beginning and no end.

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Ms. Gillam: Professional learning fosters collaborative inquiry and learning. Coaching is an example of professional learning. It can be one to one, it can be small or large group, but the bottom line are the results to improve performance and yield results. My colleague at the center, Jim Knight. Raise your hand if you're heard of Jim Knight. He's also done a lot of work with instructional coaching. He has two books that have kind of come out one right after the other, I don't even think there has been a year that Jim has taken a breathe, is Unmistakable Impact. And then the other one that's most recently hit towards the end of 2012 was High Impact Instruction. And what he says is that when everyone learns, every student receives an excellent education, excellent instruction every day in every class.

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Ms. Gillam: Okay, so we have had three shifts that we have really kind of been in fifth gear and moved right through. So I know it's a lot of information to take in, so we want to pause and give you time at your table to think about the shifts. And then we'll invite you back in about three minutes. Okay?... [Tape cuts]

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Ms. Gillam: ...All right, this is working you've got a good buzz, so that's what we want you to have. But I'm going to invite you back. Always hate to interrupt dialogue, because I know that it's so rare that we get to have this time to anchor the things that really matter to us. So sometimes we might extend it, and I will need your feedback as if you want that extension okay.

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Ms. Gillam: Is that a deal? All right, so we have two shifts remaining. Now I, I probably should preface this shift because when we talk about adolescent literacy we are technically talking about grades four through twelve. So even the elementary people that are in the room this should still resonate with you. So as I said the technical definition of adolescent literacy specific to grades four and twelve, and we were doing the research that's what we hone in on. And when I say literacy I'm talking about reading and writing, but we are also talking about listening and speaking. So we're talking about the whole composite, listening, speaking, reading, and writing skills and strategies that students need to be able to complete and to participate with complex information across multiple technologies and content areas.

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Ms. Gillam: So we're not saying that content area teachers are expected to deal with basic reading problems, just put that out there. However we know that there are ways that content area teachers can improve student learning of content. See the difference? Okay, now I'm going to offer up a document from the Institute of Education Sciences, or it's called IES. Raise your hand if you are familiar with IES documents. Okay, that's something that we need to put in your hands because they have come a long way. It's not a lot, it doesn't have a lot of research kind of feel to it.

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Ms. Gillam: It's called a practice guide, so it is to be used and put in the hands of you as practitioners. So we will make a note of that, and make sure that you kind of get on that mailing, that list serve. It also gives you a pulse of what's going on, on Capitol Hill. Which I know geographically we're not that far, but I'm sure you've already picked up on the fact that what goes on up there really does land on our doorstep. We don't have a distance between them like we used to, and I can say that because having been in education since the 70s you know, it used to be they were very distant and they did their thing up there and I did my thing. That doesn't happen anymore, so we probably have lots of things to thank, be thankful for about that.

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Ms. Gillam: One most particularly, technology. All right so I'm gonna get us back on track. So this particular document, and I would also say there has been a plethora of work on adolescent literacy over the last decade. That's really kind of where it has reached it's peak, and it's not gone away but it's now more visible and people are more aware of it. So what we wanted to put in your hands are some best practices, and with these practice guides they have, it's a meta-analysis that experts they have called together in the field to collect these studies and then to provide this information. Then they weight their practices with a strong, low, strong, medium and low impact. So this

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particular one that I'm gonna share with you, the title of it is Improving Adolescent Literacy, Effective Classroom and Intervention Practice.

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Ms. Gillam: And the lead researcher, lead researcher was [Mike Camill ?], who some of you may be familiar with from Stanford. Here are the five practices in the order, I think I have them in order from strong, medium and low. Maybe not, but anyway I know the first two are strong and that is explicit vocabulary instruction. Not surprise there right? The second is direct and explicit instruction in comprehension strategies. The third is this is the moderate one, engaging students around text with extended discussion and interpretation.

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Ms. Gillam: The other one that I think is moderate or maybe even low, I don't like that but that's what the study showed is increasing student motivation and engagement and interest in literacy. So motivation is a whole other days worth of work. Lots of interesting information coming out about that, and then the five which I believe is also a strong is providing intensive intervention for struggling readers. So we have all lived through the time where it was the thinking and I use that past tense because we don't think this way anymore is that when they get the middle school or the high school if they're still struggling readers there is really not much we can do for them. We don't think that way anymore, thank goodness. So with that said those are the five best practices for adolescent literacy, so here is the shift.

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Ms. Gillam: The shift is moving to disciplinary literacy where literacy becomes very specialized. If you're familiar with Tim Shanahan and his literacy model you'll remember that what sits at the very top of his pyramid is disciplinary literacy. So with disciplinary literacy as I said it is very specialized. And so we're looking at how is literacy used to make meaning within a specific discipline? Yes. I am saying that students should be reading, writing, listening and speaking as a historian, as a mathematician, as a computer scientist, as a horticulturist. So whatever the content area every area has their literacy. What this looks like in practice is that there is professional development that is specific to content areas.

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Ms. Gillam: And targeting what their challenges are within their discipline related to literacy, that literacy is the norm. It's embedded in all of our classroom instruction, and this has really now been put into play by the core, common core standards. And even though Virginia is not officially a common core state we certainly don't go about our business without recognizing what the common core are asking. So literacy strategies

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have already been put in place in history, or social studies, and science, and in technology. What's also important is that across all content areas there is a writing rubric. So the expectations remain the same. Not just in a particular language arts class.

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Ms. Gillam: So finally I would say the one that might be a surprise is that literacy instruction is also provided for advanced students. Having said that, what we also know because I just had shared with you that the common core has literacy standards embedded in technology and what is also looming close by to us is digital literacy. Because we know as student progress and they have to have more access to the digital world that there are multiple modalities and mediums here and the complexity is deep. We're already at our final shift, and that is teachers as evaluators and activators to more feedback, less teaching. So what is that about? So teachers that take on this role are interested in impact and consequences and looking at student performance and not getting through the curriculum.

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Ms. Gillam: So teachers are asking what is the best method? What I used, was that the optimal method, and then what was the effect size? Because yes even teachers through action research can generate an effect size. So as I said it does not stop here, so now let's talk formative and summative assessment. Really those two names are marking the time of the administration of an assessment. Okay, that's what it's about. But what we know is most important is the nature of the interpretation and the quality of the interpretation. So feedback is what's most important. Not just on the task, but also on the processes that were used to complete the task.

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Ms. Gillam: As well as helping students learn to self-regulate their own learning. So we're asking teachers to really get down to the student level, and look at learning through the eyes of students. And in doing that they would be saying, so where am I now? Where do I want to be? And then how do I get there? This concludes the five shifts in learning and leading. So what we're gonna do at this point is go back to our question, if you'll flip over to the front side of your unit organizer. Whoops, well we did do some deep diving right? So here is the question that we want you to take some more time to think about, and try it on, and assess kind of where you are and where you think you might be going.

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Ms. Gillam: So we're gonna give you three minutes again, and then we're going to share out. But I will also ask that if you have any other questions that we are certainly, you know, free to ask those. And we want to get you the answers that you need. Okay, so

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let's do that first round. Does anybody have a question at this point? All right, so now I'm going to turn it over to you and have you talk with your colleagues. And we'll call you back in about three minutes. [Tape cuts]...

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Ms. Gillam: ...Okay I'm gonna invite you back.... Thank you very much. Do we have any questions?

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Ms. Gillam: Or reflective comments? Anybody have any actions that they're gonna take as a result of this?...

Ms. Pierce: I'll make a reflective comment.

Ms. Gillam: Okay.

Ms. Pierce: It's been really helpful in the way that you've modeled it.

Ms. Gillam: Where is the mic?

Ms. Pierce: I'll just talk loud.

Ms. Gillam: Here. I think it's on.

Ms. Pierce: The reflective comment from our table was that we were appreciative of the way which you modeled it, and just sort of that explicit instruction that we talked about a couple sessions ago with Anita Archer. About you were very clear, you know, and then after you've done the five you said I've done the five. So that that whole teaching model the way you're modeling it is helpful.

Ms. Gillam: Okay, it's always good that when you practice what you preach right? Okay anybody else?

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Ms. Gillam: Well we're just warming up believe it or not, so you'll have multiple opportunities ahead of you to be sharing out and to be thinking about more questions to ask, or actions that you want to take. So if you'll go back and look at your unit organizer on the front you'll see that we have explored the shifts in learning and leading. And we are about to identify evidence based practices. And so what I will say very simply is that if we follow the evidence student learning will improve. So I'm gonna turn it over to Kendall.

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Ms. Hunt: All right good morning. My name is Kendall Hunt and I have worked at both the elementary and the middle school level working as a literacy coach, and also as the building leader for the CLC project at Liberty Middle School in Hanover, County.

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Ms. Hunt: I did that for five years, the first five years of implementation with the CLC project. So I want to share with you a little bit about evidence based practices, and how our professional learning in the schools was all around evidence based practices and the way the teachers worked with these practices. See if I can make this work. All right so evidence based practices really are the pivotal point in making a difference with student achievement, so we're gonna look at evidence based practices and their effect sizes. The benefit to working with evidence based practices is that you can make it a school wide effort, so you've got everybody working on the same initiative, working with the same best practices in the classroom, and working with similar interventions.

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Ms. Hunt: And by doing so you as the administrator provide a common language and a shared understanding for you faculty. And the results of this really you start to see very structured conversations amongst your teachers around the professional learning. And these conversations take place in faculty meetings, in department meetings, and with collegial coaching, just teachers one on one talking about the practices and the impact that they're having on student achievement. All right, so we have another triangle today. And this triangle is going to show us a little bit more about evidence based practices, and it was adapted from the American Speech and Hearing Association, ASHA, and what they're saying here with evidence based practices is that we want to integrate all three sides of this triangle to put evidence based practices into place.

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Ms. Hunt: Now the myth had been that if you're using evidence based practices you're only looking at the side of the triangle that talks about the scientific research part. But what we know is that teachers bring an expertise and experience to implementation of these practices. And we know schools also need to take into consideration practices that fit the needs and values of the students they serve. So we really try to integrate all three of these when we choose the best evidence based practice for our classroom, or our building. Now the external scientific evidence piece is really important because this is where we bring in the fidelity piece. The fidelity of the, the practice or the intervention, and teachers need to know that if you do things the way they've been described in the research or the way they're in the intervention manual then you're gonna get the results or the effect size on student achievement that the research says you're gonna get.

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Ms. Hunt: However if you do it a la Hunt, if I decide I like this, this intervention and it has a great effect size. It's supposed to really improve student achievement, but I'm gonna do it my way because I think I know best and I've done that before and have failed completely. So anyway it's for the teacher to understand that the evidence based practice is supported by the scientific research in terms of fidelity of implementation. All right, so now we're gonna do an activity, I'm gonna ask you to look at these influences.

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Ms. Hunt: But before we do so I just want to say that there is a lot of work in John Hattie's book Visible Learning, how many of you have read this, have it, are reading it? It's a great great resource, I highly recommend at least having a couple copies in your school for teachers to share.

Respondent: Could you repeat that please?

Ms. Hunt: Sure and it's on your resource page. If you look references the very first reference under shifts in leading and learning is John Hattie, Visible Learning.

Respondent: Okay thank you.

Ms. Hunt: You're welcome thanks for asking. So Hattie does a lot of work with effect sizes and the impact that he calls influences or practices have on student achievement. So evidence based practices are measured with effect sizes, and that's really just a synthesis of the research to show us what has the greatest effect on student achievement?

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Ms. Hunt: So if you look in the back of his book he lists about 150 different practices that we typically engage in in schools and the effect size we can expect to get if we use those practices. So now on to the activity, if you will take these five influences and talk amongst your table, and think about how you would rank these from greatest to least impact on student achievement. And I'll give you about two or three minutes to talk with your table and get these ranked.

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Ms. Hunt: ...Yes....

00:40:00

[Tape cuts]...

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Ms. Hunt: ...All right are we ready to come back? All right, so let's check out the effect sizes of these five influences. All right, so we have concept mapping, homework, class size and cooperative learning. All right, so before we reveal these five and where they fall here on the line segment we'll talk a little bit about effect size and what teachers should be looking for with effect size.

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Ms. Hunt: Hattie talks about anything above a .40 is the zone of desired effects. Notice that we're not going to measure effect size from the zero point. Because if we are working off the zero point then we could be working dangerously too low to really have desired effects on the students. Because we could say well it has a .13 effect size, and that's so, so minimal that we haven't even made nine months growth with a student. So the average of effect sizes is that .40. That's the hinge point, that's where we want to be with the practices we are using in our schools and our classrooms. We don't want to measure from the zero point with effect sizes, it's too small.

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Ms. Hunt: What's below the zone of desired effects would be considered typical teacher games, so kids are gonna get that pretty much whether they have teacher A, B or C. They're gonna make those games, or they could be so low as to be considered developmental effects. Where those kids are gonna get it because they're ready to get it. So that's just something to think about when you're reading about effect sizes, I know I didn't know a whole lot about effect sizes when I was in the classroom before we started working with this. And it took me a while to, to understand where I needed to be in choosing practices for my students. So let's see where the five are, I'm gonna reveal these from least to highest.

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Ms. Hunt: All right, so with a .12 is class size, .21 sorry. I'm not the math person believe it or not, and I'm sitting here talking about effect sizes. All right, a lot of influences that we use in schools as a whole that we, that get the most time of our conversation, that get the most money thrown into them are structural, structural influences. And many of them fall here below the zone of desired effects. So let me just give you an example, if class size is .21 within class grouping is .18, so there is not a big difference between the two.

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Ms. Hunt: Which would cost your division less? So those are some terms you need to think about when choosing influences and looking at effect size, a lot of them too is looking at the cost. Now Hattie says that class size should yield a higher effect size, but in all the synthesis of the research it has not. All right, still not quite in the zone of

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desired effects is homework at a .29. And Hattie talks a lot about homework having a lot of variability in effect size, and that you get a higher effect size with homework if it's asking students to work at a real surface level. That they're getting greater impact from doing the activity if it's something that's truly practice for them.

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Ms. Hunt: All right, so now we're moving into that zone of desired effects with cooperative learning, with a greater effect size, right there at the hinge point at a .42. Concept mapping even larger effect size, I see some celebrations over there someone must have gotten that one right, and classroom discussion, with a .82.... All right talk with your table group for just a minute, were there any surprises here?

00:47:00

Ms. Hunt: ...Okay. [Tape cuts]... All right, I'd like to bring you back. Any surprises, anything you'd like to share, any comments, any questions?

00:48:03

Ms. Hunt: ...Yes. Well let's get the microphone to you that would be great, thank you. Right here, right behind you, brown shirt.

Respondent 2: Looking at, looking at this effect size and you're talking about grades four to twelve do you think the class size would make a difference at the lower level of, you know, from K to three?

Ms. Hunt: I think that's a question for us to all reflect on. I have personal opinions about that having taught elementary school, and they're probably similar to what you're thinking. However Hattie's work spans four year olds to twenty year olds, so the research he has synthesized to produce these effect size deals with elementary as well as adolescents.

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Ms. Hunt: And so there is probably a little variability there, but overall the effect size is lower and I'll share with you why, this kind of segues into what we're doing next. And that segue is a lot of things that have lower effect size are structural things within a school. The things that get the higher effect size are influences that are in the hands of teachers, so while a teacher may have a higher or lower class size you know, they may have 18 kids, they may have 25 kids. But it's what the teacher does in the classroom such as feedback with formative assessment that really makes the difference for student achievement.

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Ms. Hunt: So think about it in those terms, and I know I didn't come right out and answer your question but I'm giving you something else to think about. Any other questions or thoughts?... All right we are going to do another activity with effect size, and to do this activity I really want you to think about what you did yesterday with Sophia. She had you do your resource mapping, and as you mapped your resources she had you look at this triangle and ask the questions about what you'd put on your resource map. So let's think about what you have on your resource map and then really think about you know, do you have resource, research to support the effectiveness of the practices that are on your resource map?

00:51:07

Ms. Hunt: So with that said you have an additional handout that was put on your table this morning, it's on white paper. And it lists about 30 influences, and so I'm gonna give you about ten minutes to work with your table group to take all 30 of these and think about if they have a high, a medium, or a low impact on student achievement. And then we're gonna sort through them and talk through some of these together. But think about that resource map that you worked on yesterday, and are any of these influences on your resource map?

00:52:00

Ms. Hunt: [Tape cuts] ...I think we're good, are we good with sound? Okay....Oh thank you. All right, and just so that you know this activity is actually at the back of chapter two of Hattie's book Visible Learning. So this is actually an activity that he suggests after reading the first two chapters of his book that you do as a faculty or department, or with a grade level of teachers.

00:53:05

Ms. Hunt: So a couple people had come up and asked for a blank handout and we gave them another one. In case you want a blank copy we do have a few more copies here but it is also in the book, it's, it's not something that I dreamt up to present today. So let's look at what he says about effect sizes, and I'm gonna give you some time, yes? Sure. That better? All right, let's try and see if that, is that better? Okay great, I need to not turn my head without my body. All right, so with effect sizes here I'm gonna give you a few minutes in case you want to jot any of this down, but these are the influences with a low effect size. So things like grouping, ability grouping, within class grouping, matching teaching with learning styles.

00:54:07

Ms. Hunt: ...So again some of the lower, these 30 are just a sample of what Hattie has in his book. So they don't cover everything, but again like I said before we started the activity many of the practices that have a low effect size are those structural practices.

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All right if ya'll just do a thumbs up if you're ready, that way I know that I, okay. Take your time.

00:55:00

Ms. Hunt: ...All right are we ready to move on? Okay.... Again just to remind you, you know, we don't want to measure off of the zero point.

00:56:02

Ms. Hunt: Because these if we measured off the zero point we would say oh yeah we made progress, we made a difference in student achievement, but did we really make much progress? Are we ready? All right, influences with a medium effect size, you're gonna start to see that more of these are those practices that are in the hands of the teacher. So the teacher may employ some of these influences whether they have a larger class or a smaller class, and if the teacher is really effective with these practices these are gonna make the difference in student learning.

00:57:00

Ms. Hunt: So there is that direct instruction, and that's what the IES practice guide that Diane talked about said was one of the five recommendations for adolescent literacy, that direction instruction. And they were specific to say direction and explicit instruction with comprehension strategies. But overall direct instruction is gonna yield a higher effect size. This is a time too to also reflect again on your resource map, and are some of these practices listed on your resource map? Or are they things that you could add to your resource map?

00:58:00

Ms. Hunt: ...All right just give me a thumbs up if you're ready to move, okay? And here are the influences with a high effect size. Here we have feedback, so feedback essentially is that formative assessment loop. Formative assessment would not be such without the feedback piece that you provide to students, and that has a very high effect size of .75.

00:59:00

Ms. Hunt: ...Again most of the practices listed on this slide are practices that are in the hands of teachers. All right thumbs up, ready to move? Okay that's fine....

01:00:00

Ms. Hunt: ...Got my finger. One more thing I'd like to share with you while you're checking these effect sizes, how many of you use the What Works Clearinghouse? The

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What Works Clearinghouse is a great place to go for current research on practices and interventions that you are implementing your schools to see if what you're implementing is what the research is saying is good stuff. So that's just another resource for you to use when thinking about evidence based practices and effect sizes. All right any comments on this activity, any questions, anything anyone wants to share as far as making connections with the resource map that you worked on with your tables yesterday?

01:01:02

Ms. Hunt: Yes?

Respondent 3: The thing that stood out to me was the retention part, so the tremendous it seemed like negative point, that's been so controversial over the years, but--

Ms. Hunt: Yes. Did everybody hear that? Yeah I don't think this mic worked as well, but he said that he was really surprised at the low actually negative effect of retention. That that's something that's been so, so highly debated in schools for so many years, and to see the actual effect size there was a surprise. Now Hattie goes into a lot of detail in the book about the effect size of retention specifically. He's also got several videos on YouTube and he does talk about his view of retention, and effect size there.

01:02:09

Ms. Hunt: Oh okay, sure. Okay, what Steve is saying and he asked me to speak to acceleration that's on here, again I am not necessarily the expert by any means on all of these influences. But he, Steve says that typically acceleration can be just as controversial as retention. However acceleration here has a .68 effect size, and we saw that retention was in the negative. So that's another thing for you to continue to discuss and debate in your own building as far as now that you have that effect size piece and some research to show what has an impact on students?

01:03:13

Ms. Hunt: All right, anything else that surprised anyone, or anyone wants to make a connection with their resource map? All right, I'm gonna bring...

Respondent 4: We were kind of surprised about the ability grouping and individualizing instruction being low because that's what we've all been doing based on research. And then we look at this and it doesn't show us that that's what's working.

Ms. Hunt: A lot of times with these effect sizes they've really taken the research on that one piece of your classroom.

01:04:03

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Ms. Hunt: So when teachers individualize instruction as well a multitude of other things that they do in their classroom, you know, you're never gonna get necessarily that pure control group versus your group that you're treating. So you know, I don't know if that has something to do with it. Again I'm just not sure that I have, have the answer there. I think again some of those such as class size have the potential to have more of an impact. But I think some of it is not just that you individualize instruction, but actually how do you actualize that? What do you do with that individualized instruction, and it might be that, that some people are much better at actualizing that than others. And you're probably doing things with your individualized or ability grouping that has a good impact on students.

01:05:00

Ms. Hunt: I will bring you the microphone.

Respondent 5: In looking at the ability grouping I think if you ability group them and you're hitting their deficit, and you're working with just a small group and you're just working on their deficit you see a rise in what they're learning and they're making huge gains. But you have to dive into that deficit they have, but if you put a whole classroom of ability group and you teach the same way you've always taught that doesn't have an effect. But if you're doing it for a small amount of time and you're hitting their deficit I think it has to have a huge effect, at least that's what I'm seeing at my school.

Ms. Hunt: So what you're saying is it depends on what you're doing in that ability grouping that really makes a difference for students.

Respondent 5: Right, you're hitting their deficits and you're bringing them up cause you're giving what they're lacking.

01:06:01

Ms. Hunt: And that goes back to what Sophia was saying yesterday when we were looking at resources and student data, and do we have a match? Do we have, are we really matching what students need? All right I'm gonna take you back to your unit organizer.... And we've just spent a little time identifying evidence based practices, and we're going to move into evidence based decision making but we've already been doing some of that decision making as we talk about the specific practices and their effect sizes. So we're gonna dig a little deeper into the actual decision making around evidence based practices.

01:07:03

Ms. Gillam: ...Okay.... So this should not look too unfamiliar yesterday you were creating your dashboard, and hopefully you made some gains with doing that. So now we're gonna bring you back to exploring another layer of your dashboard. So let's all

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kind of visualize the car dashboard again, cause that's the one that's easiest for us to all have a common understanding around. So when we look at our car dashboard we know that we have different gauges there to give us different information.

01:08:03

Ms. Gillam: We have one for fuel, we have one for maintenance, and we have one for speed. So when thinking about evidence based practices you want to be thinking about where can you, what would that dashboard look like to give you real time data? So just like we say for students that they should have formative assessment real time in instruction with feedback, should educators be exempt from that? Give me some head nods. Should educators be exempt from that? No, absolutely not. So this is another probably could be deemed another shift. So what do you have right now?

01:09:01

Ms. Gillam: What would your data dashboard look like for monitoring evidence based practices? For implementing evidence based practices? For measuring fidelity with evidence based practices? So I'm gonna give you a couple minutes to think about that. if you're working as an individual fine, but if you're working as a team, then you know, do a group think about what that would look like? What would this additional layer on the dashboard look like? Okay I'll call you back in about two minutes. [Tape cuts] As we were talking earlier it's very important that you as a teacher engage with [Hocksey ?] because you can use this for your own work in your own decision making. So it's critically important to be used at a department level, as well as a school wide level.

01:10:01

Ms. Gillam: For administrators it's critically important to use because in this particular piece we do not advocate and we do not have our administrators using it as a part of the teacher evaluation system. Its purpose is to see school wide what's being implemented, so there is a cycle. And we will go into more detail about that if you decide to join us this afternoon, and the other component that I would like to bring forward is that with the participation with [Hocksey ?] it really promotes the visibility of our leadership. They are more actively engaged in the instruction in the classroom, and so there is a lot more conversation around instruction.

01:11:00

Ms. Gillam: But as I said remember this all started as an excel spreadsheet. And it has been built as a collaborative tool with multiple sites. So that's something that you need to take away, that you can do this within your own division. You, most everyone is fortunate now that we can say that we have a level of instructional technology, and these people are hungry to get in and do something like this. We haven't met one yet that isn't, so I encourage you to go back and start maybe having conversations around

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that. All right, well we're kind of moving into as a result of the evidence based practices we have some, one and two, what is happening?

01:12:07

Ms. Gillam: ...Well it's being very stubborn. We just put a new battery in yesterday, yeah I was trying to see if I could get it go. Okay, thank you Regina. Measuring impact is hard. So we all know that the first grade teacher could probably be the champion for having the most data to get started, and you know, it is kind of an acceptable practice now that you test before you teach with our first graders. But that's not the case with grades four through twelve. Something happens, what happens?

01:13:00

Ms. Gillam: We start to have more testing maybe, but it's at a summative point and it is testing around particular standards, or particular content areas. And what we know is the results may tell us who is struggling with that content, but it doesn't give us information to actually get in there and figure out why, and make instructional decisions. So as a part of the work that we have been doing it is a requirement for the schools that are working with us in the grant to identify and to put into place an adolescent literacy assessment. So what I'm gonna share with you is that piece, that adolescent literacy assessment and some of the results. And what's also important to know is that this information is the results of actually two levels of testing. So we have our students participate in literacy testing three times a year at a minimal.

01:14:05

Ms. Gillam: Those who are receiving an intervention may have as many as five times because we are doing the progress monitoring. But what's important is that our, our schools, our parents are even asking for their twelfth graders to participate in the adolescent literacy assessments. We give that option to schools, some of them want to phase it out by twelfth grade. But those who don't are, the reason why is because parents have asked for their twelfth graders they should still show growth as well as our AP students. So after they participate in their adolescent literacy assessment screening, which making some connections with your tier one, your universal screening, then we triage the group.

01:15:01

Ms. Gillam: We look at the total package, and then we have another level of testing that we select those students which becomes now more of a diagnostic lens. So that we know how to match them with the intervention and the dosage that they will need. So what I have up here is the results of one of our schools that we're working with. This is Culpeper County High School, and this was the August through June of last year. and what I want you to focus on for the performance standards are those bottom two groups,

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basic and below basic. And look at the movement with below basic, yes it may be in some eyes only nine but these are nine of the most resistant students. So to move them is huge. Also look all the way up from below basic to proficient and advanced, there is a continual movement.

01:16:03

Ms. Gillam: And in the right direction so that's what we look for, that's what we strive for, that's what we work for every day. Now I'm gonna share with you, whoops sorry about that. This is a longitudinal look, which I just have to first say that, how fortunate we are to be able to continue to work with a project that has stand the test of time and leadership changes with regards to having eight years of longitudinal data is nothing that can be thought of except for a praise and applause. Because these people have really hung in here and have worked hard, not that you don't. Please don't take that away, so what I want you to focus with here is to look at the students with disabilities. And it's been kind of a bumpy ride hasn't it?

01:17:04

Ms. Gillam: And again the data it's about the context, so you can look at the color code legend for the years and you can probably identify things such as when we had VGLA testing put in place, right? When we had VGLA testing taken away, right? But what's significant for us is yes we recognize that, is the fact that the special education referrals from our work in this site have decreased. But what we see is better identification, so the numbers are actually going up. The other piece to understand is the complexity of the student with disability that we are now placing. Having said that, and I want you to move over to the side where it says all.

01:18:00

Ms. Gillam: So we have some nice games here, and I guess the other thing I want to say is with the students with disabilities gap group we do see, it is somewhat of a pattern. We do see a drop with their pass rates, again because of the complexity of the student with disability. But what we also see is that we look at the all category, it has less of an impact. Now in the work that we're doing we have feeder patterns, so we work with a middle school and a high school. So and now I'm gonna share with you a focus, stay focused on that gap group of students with disabilities and I want you to look at the trajectory with the standard diplomas for students with disabilities. It's very nice.

01:19:00

Ms. Gillam: And especially when the state target was, I have to make sure I get this right, 52.76 percent was the state target for students with disabilities graduating with a standard diploma. So as you can see in double digit style they have exceeded that, and it didn't just happen. It's been progressive. So as I said, this is the culmination of eight

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years of work with evidence based practices. We hope that you know, we have created a little dissonance and out of that will come some genuine growth and some dynamic conversations. So I'm gonna now turn it back to Kendall, and we'll move into going back to review the unit organizer.

Ms. Hunt: We will review this quickly, I know we are already probably seven minutes past our time and I don't want to keep you from break, I don't want that label stuck to me.

01:20:02

Ms. Hunt: So we'll move through this, this quickly, we'll advance the, the screen and take you back to your unit organizer. What we hope to do today would, would be to provide you with some information to begin to have conversations, to answer the three unit self-test questions. So for you during your break, or during lunch you have your unit organizer in front of you, please consider these questions. We will be here this afternoon. You can see that the shifts in leading and learning are being actualized in the schools that we're working with that are adopting the content literacy continuum, as well as using the evidence based practice simm, or the strategic instruction model. Diane and I will be facilitating a breakout session after lunch, and we're bringing in seven of the educators from across the commonwealth that are doing this work with CLC.

01:21:08

Ms. Hunt: So it won't be us talking, we'll get them started and wrap it up. But you'll get to hear from seven administrators and teachers, central office level, building level administrators talk about the work they're doing with CLC if you would like to attend that session this afternoon. So we thank you for your time and your patience, and we do apologize for running over.

Mr. Mann: Okay let's give Diane and Kendall a round of applause, great morning. Okay, we want to make sure that everyone has their full two hours. So we're going to adjust the schedule by 15 minutes. So the rest of the day will be 15 minutes off, so lunch will start at 12:15 rather than at 12. And then dismissal will go to 3:15 rather than three, but you know, everyone has worked hard to make their presentations for the rest of the day.

01:22:06

Mr. Mann: So we do have four breakout sessions, we have two this morning, two this afternoon. We have reading this morning along with behavior, and remember the behavior one I think is called Got Problem Behavior? has been moved next door to G. Then in the afternoon we have math and then the CLC. With that you will see a blend of strategies, interventions and programs, and the purpose of this has really been to provide you a continuum of services so that you have some more to add to your resource map, so that you have additional ways to help children in the various tiers. By

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no means though if it's a program is it an endorsement of the DOE for those programs. It simply means that we have highlighted some school systems who have had success with programs.

01:23:04

Mr. Mann: And that they are sharing their success, and what they do to get those results from that particular program. Let's see what else was on here, also I was going to say how many of you have either a priority focus or tier three schools that are in school improvement? So quite a, John Hattie's book is somewhere in your division there, and someone within your school system has been trained in that. John Hattie will be going to William and Marry June 20th and 21st, and if you're in a school improvement process someone from your school will be attending that. And there still may be some openings, you may want to contact William and Marry through the [CERN ?] office and see, but it's June 20th and 21st for John Hattie. So with that we'll go into break, lunch will be the same as yesterday. So the rest of the day will be 15 minutes off but we'll adjust, we're adults thank you.

01:24:00