

The Standard-Based Change Process: Improving Literacy Learning in Diverse School Settings

Kathy Au & Taffy Raphael
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Overview

- Our talk
 - Why – Challenges
 - What - Approach to change
 - Standards Based Change Process (SBC Process)
 - How - Setting the stage for school change
- Overview of the day
 - Amplification of the what and how
 - Educators who have worked with the SBC Process in their schools



Challenges

- All schools are trying to improve literacy achievement.
- In terms of reaching this goal, what are the challenges faced by the schools in which you work?
- Turn to a partner and brainstorm a list of challenges.



Challenges Faced By Literacy Educators Today

- Accountability pressures
 - Need to improve literacy achievement scores for all students
 - Expectations that all students should meet state standards
 - Need for assessments that inform instruction
 - Need to provide students with high quality instruction
- Sustaining school improvement
 - Need for high quality professional development in literacy
 - Need for teacher ownership of school change efforts



Schools in the SBC Process

- About 30 schools in Hawaii
 - Standards Network of Hawaii (SNOH)
 - First school began in 1997
- 11 schools in Chicago
 - Partnership READ
 - First schools began in 2002



Diversity in the Schools

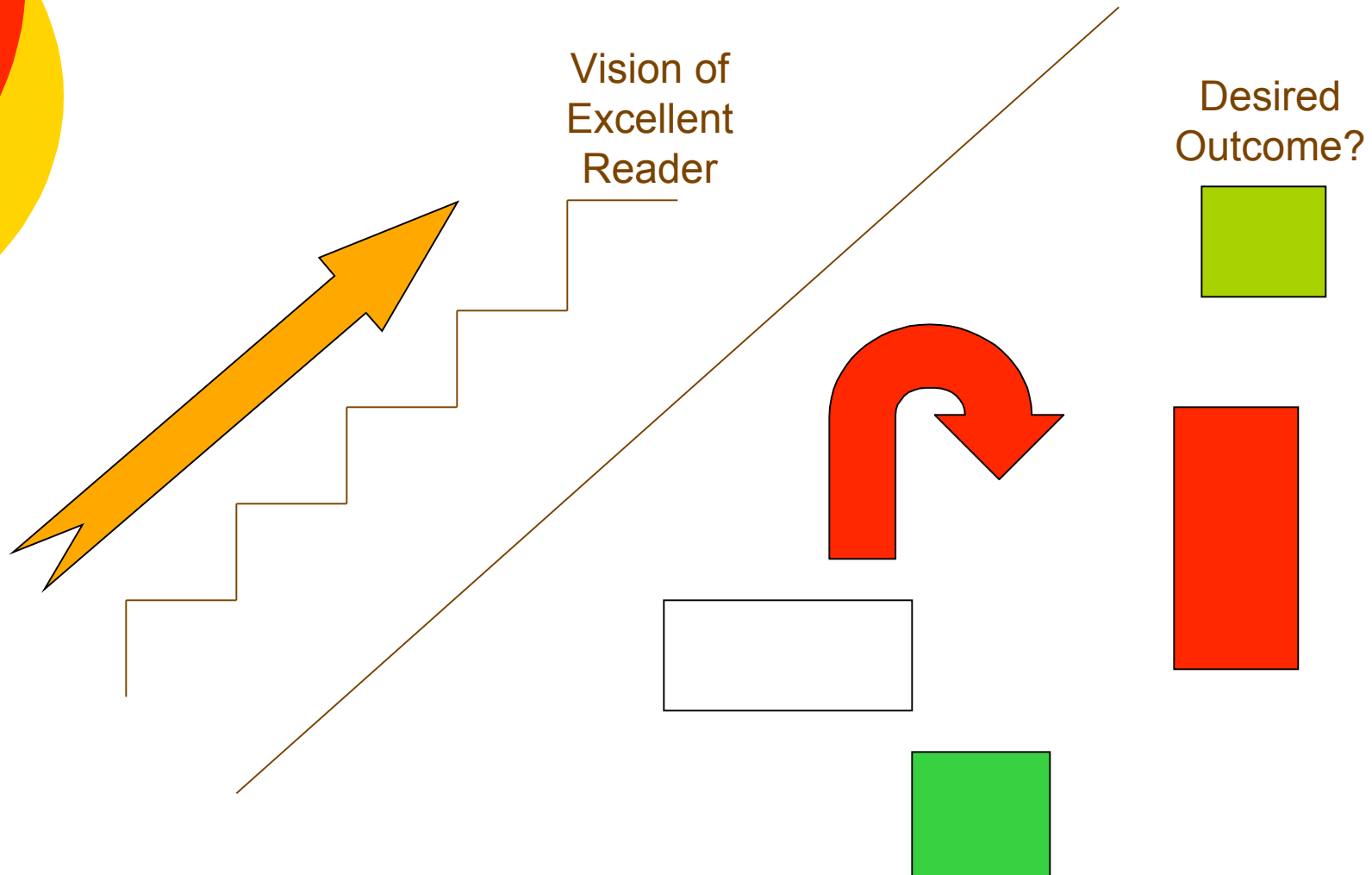
- Students
 - Varying cultural and linguistic backgrounds
 - Poor to middle-income families
- Teachers
 - Varying cultural and linguistic backgrounds
 - New to highly experienced
- Schools
 - Title I and non-Title I
 - High teacher turnover to stable
 - Urban, rural, suburban
 - Small to very large



Goals at the School Level

- To create a system for improving student achievement through standards
 - Focus on higher level thinking
- To establish an ongoing conversation about what everyone is doing to improve student achievement
 - Professional learning community
- To develop a staircase curriculum
 - Curriculum coherence

Staircase Curriculum vs. Fragmented Curriculum





Approach to Change



To Do List

- Philosophy
- Vision statement
- Grade level benchmarks
- I Can statements
- Evidence
- Procedures for collecting evidence
- Rubrics
- Bar graphs
- Instructional improvements



Grade Level Benchmarks

- Grade level benchmarks
 - What each grade will focus on to accomplish the vision of the excellent reader/writer (5-7 limit)
 - End-of-year achievement of the hypothetical average student
- Key areas in reading
 - Attitudes
 - Comprehension processes
 - Strategies and skills



Sample Benchmarks

○ Attitudes

- Children will enjoy reading everyday. (K)
- Students will have favorite authors and topics for voluntary reading. (5)

○ Comprehension

- Children will identify the problem and solution in the story. (1)
- Students will construct the theme for the story and give reasons for their idea. (4)

○ Strategies and Skills

- Children will read a grade-level text aloud with 90% accuracy. (2)
- Students will monitor their comprehension and seek clarification when necessary. (6)



Example of Adaptation: Chicago Reading Initiative

- Comprehension
- Writing
 - Extended response to text
- Fluency
- Word study
 - Word analysis
 - Vocabulary



I Can Statements

- Key issue: To involve students with standards
- Translate benchmarks into I Can statements
- Students at the center of the process
 - Responsibility for own learning
 - Self-assessment
 - Goal setting




Evidence

- Assessment evidence used to determine whether students are making progress toward meeting the benchmarks
- Challenging tasks focused on higher level thinking



Rubrics = Scoring Procedures

- Keep rubrics simple.
- 3-point scale best at outset
 - Above grade level (exceeds the standard)
 - At grade level (meets the standard)
 - Below grade level (working on the standard)
- Anchor pieces



I can summarize what I've read by retelling the main idea. (3)

○ Above grade level

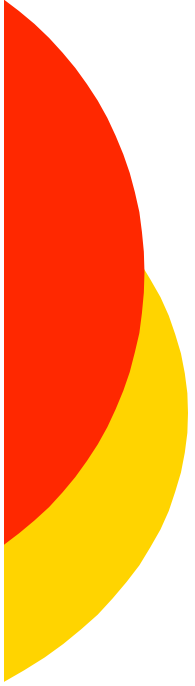
- The response shows a clear understanding of the story and includes the elements of setting, character, problem, solution, and theme.
- The response provides accurate and relevant information and shows sound reasoning about the story.

○ At grade level

- The response shows an adequate understanding of the story and includes the story elements of setting, character, problem, and solution.
- The response provides accurate information, although not all of this information may be central to the story.

○ Below grade level

- The response is incomplete and shows little understanding, or inaccurate understanding, of the story.
- The response may include random details and unimportant information.



Bar Graphs

- Percent or number of students
 - Working on the benchmark
 - Meeting the benchmark
 - Exceeding the benchmark
- Summarize the results in bar graphs.
 - By classroom
 - By grade levels



Instructional Improvements

- Look for patterns in the results.
- Strategies and skills needed by the whole class, small groups, individuals
- Use these findings to develop lessons.



What about the standards?

- Teachers check the standards and other materials *after* they have created their benchmarks and I Can statements.
- They align their benchmarks and I Cans with the standards.
 - Do our benchmarks cover everything required by the standards?
 - Are our benchmarks at an appropriate level of rigor?
- State standards are the floor, not the ceiling.



Hawaii SBC Process Results

- Results of HLM analysis for Cohort I
 - Students who had HSA test results for grade 3 (2002) and grade 5 (2004)
 - Significant finding for grade 5 reading test results in high-poverty schools
 - Mean score 2.7 points higher
- Results occur when schools
 - Reach 3 x per year reporting of results
 - Stick with the process for several years



Chicago Results

- State reading test scores improved in 8 of 11 schools



Setting the Stage for Change



A thought experiment

- Think about the setting you are currently working in
- Think about what you would need to see in place to begin and sustain your work guided by the To Do List
- List 3 things you think would be most important
- Turn and share with the person next to you



Lessons We Learned about Literacy Changes in a School

- Change takes a systematic approach.
- Change takes time.
- Change takes leadership.
- Change takes community.
- Change takes ownership.



Change takes a systematic approach.



Systematic Approach

- Many schools attempt to work with standards-based education yet are not successful.
- Teachers are working hard on various initiatives but things aren't coming together.
- The SBC Process provides schools with a list of steps to follow so progress can be made.



This systematic approach to change
can work with any reading program.

- Reading programs/philosophies used by schools successful with the SBC Process
 - Home-grown literature-based
 - Basal reader
 - Success for All
 - Direct Instruction
 - America's Choice



Change takes time.



Change Takes Time

- The process requires 2-3 years to take hold.
 - There is no “quick fix”
 - The first school in Hawaii has been in the process for 9 years.
 - Reading – Writing – Math – Science
- Teachers must have time to work together.



Change takes leadership.



Who is your Kitty Aihara?

- One person must be responsible for leading the change process
 - Although there is usually a team that works together to lead the SBC Process.
- In large schools, this person is usually not the principal (though the principal is supportive).
- Organized, whole-school effort



Leadership “On the Ground”

- Fullan’s view of change in schools
 - Technically simple
 - Socially complex
- Value of a combined perspective
 - Outsider
 - Insider



Leaders Provide Focus.

- Multi-year plans for curriculum improvement and professional development
 - Every professional development session fits into this plan.
- Leaders resist taking on too many initiatives.
 - Just say no!
 - Avoid being a “Christmas tree” school



Change takes community.



Development of a Professional Learning Community

- Teachers work together toward the vision of the excellent reader.
- Coordination across grade levels or departments
 - Grows closer over time as teacher work through the To Do List



Change takes ownership.



Teacher Ownership of the Change Process

- The biggest problem – Teacher buy-in
- Teachers have grown weary of working hard without making progress.
- The SBC Process works from the ground up to build ownership.
 - From small groups to the whole school



Conclusions

- School change as the process of guiding teachers to build their own system
 - Working smarter to make sure all the hard work pays off in results for students
- Staircase curriculum and rising expectations
- Respecting teachers' professionalism and giving teachers ownership of the change process



Schedule

- Break
- Breakout sessions
 - Developing partnerships for school change
 - Kate Weber, Room
 - How the Standards-Based Change Process builds teacher ownership
 - Colleen Hokutan, Roberta Ono, Wendy Uemura, Room
 - Using QAR to build coherence in schoolwide comprehension instruction
 - Jean Nielsen and Marie Sullivan, Room
 - Connecting students to standards: Establishing clear targets for student learning using I Can statements
 - Donna Saka and Florelee Letarte, Room