

What happens in successful schools: Documenting and Analyzing Progress

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Successful Schools: A Vision

- Instructional coherence
- Demonstrated student learning
- Teachers collaborate with one another
 - Talk is about student learning and classroom practices
- Ongoing professional development
 - Arises from self-identified needs
- Reflective stance toward school organization, instruction, and student learning outcomes

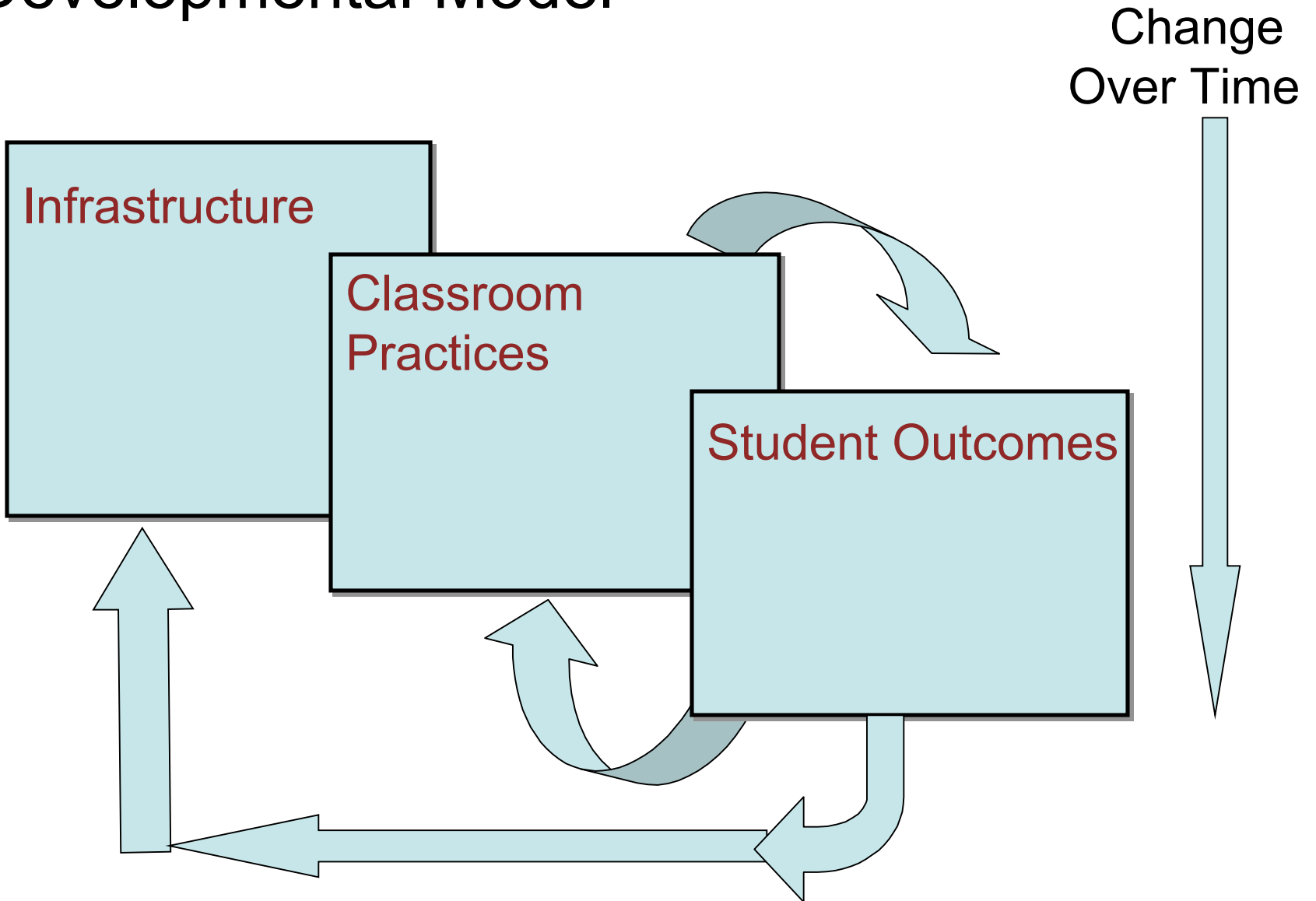
Getting to be a Successful School: What does it take?

- Becoming a successful school is a process that occurs over time
- Document change and analyze evidence of progress over time
 - Document the work occurring at multiple levels
 - Individual
 - Classroom
 - School
 - Forms of documentation include student, teacher, and school artifacts
 - Notes from important meetings; videos of school-wide events; curriculum guides, rubrics; classroom observations; student performance on assessments.
- Modify and adapt in response to evidence

What needs to develop?

- Developmental Model for becoming a successful school
- Three Clusters
 - Infrastructure
 - Classroom Practices
 - Outcomes
- Progress takes time and is staggered across the three clusters

Relations among Clusters in Developmental Model



Cluster 1. Infrastructure

Dimensions

- School organization
 - Time and place for a few to school-wide horizontal and vertical groups
- Literacy Leadership
 - One key person to leadership team to distributed leadership in literacy
- Professional Learning Community
 - Informal to most participating
 - Increasing focus on student learning and instructional coherence
- In-School Professional Development in Literacy
 - Piecemeal to externally provided and focused to internally determined and provided

Indicators

- Artifacts (notes, handouts) from staff meetings
- Conversations among staff and artifacts
 - Increased focus on evidence-based process of teaching and learning
- Professional development that deepens knowledge of literacy
- School schedules that reflect time and place for meeting
- School plans for Prof dev
 - Increased relation to needs
 - Systematic and coherent

Cluster 2: Classroom Practices

Dimensions

- Assessment beliefs and practices
 - District mandated to
 - Teacher created, classroom-based and aligned
 - Relation between teacher created and external assessments
- Literacy Curriculum
 - External program(s)
 - Evidence-based materials
 - Coherent evidence-based materials
- Literacy Instructional Practices
 - External or own preferences
 - Linked to evidence
 - Differentiated instruction

Indicators

- Conversations in grade-level and school-wide learning communities
- Assessments in use
 - External
 - Teacher created
 - Changes over time in teacher created
- Curriculum Guides
- Classroom observations
- Classroom artifacts (e.g., wall displays, posters, etc.)

Cluster 3: Student Outcomes

Dimensions

- Student engagement and involvement
 - Moves from base level to
 - Conversations about goals to
 - Self-assessing and goal setting
- Student achievement
 - Visible change on classroom-based for some
 - Visible change on classroom-based for most; for some on accountability assessments
 - Visible change for most on accountability assessments

Indicators

- Student conversations about what they know and can do
- Student input to instructional goals and rubrics for assessments
- Student performance on classroom based assessments
- Student portfolios
- Student performance on accountability (high stakes) assessments