



**RISC**  
Re-Inventing Schools Coalition

# Reinventing our Schools

"Bringing hope to all of our children"

Richard DeLorenzo  
RISC Foundation

## RISC leading questions

- What is the current status of our schools after NCLB?
- What should the next generation of standards-based education look like?
- If needed, how do we change our classrooms, schools and districts?
- What role does RISC play?

## Current Assumptions

- Everyone is already working hard
- Every school has excellent teachers
- This is both an organizational and individual journey
- The real challenge is finding the unifying system that allows everyone to excel

## Quick Historical Overview

- Schooling for some
- Schooling for all
- Learning for some
- Learning for all (equity)
- Learning for all by meeting the needs of our students with their role in the global economy (equity and quality)

## Learning for some

- Every day 7,000 students drop out of school!
- 15,000,000 students fail to reach proficiency annually in America

*Chris Whittle*  
*Crash Course*  
*2006*

## Quick Historical Overview

- Schooling for some
- Schooling for all
- Learning for some
- **Learning for all (equity)**
- Learning for all by meeting the needs of our students with their role in the global economy (equity and quality)

What if...

every child was proficient on  
the current state test and  
graduated from high  
school? What then?

## Learning for some

WASHINGTON — Almost every fourth-grader in Mississippi knows how to read. In Massachusetts, only half do. So what's Mississippi doing that Massachusetts, the state with the most college graduates, isn't?

By Ledyard King, Gannett News Service 2007

## Quick Historical Overview

- Schooling for some
- Schooling for all
- Learning for some
- Learning for all (equity)
- Learning for all by meeting the needs of our students with their role in the global economy (equity and quality)

## Learning for all with quality

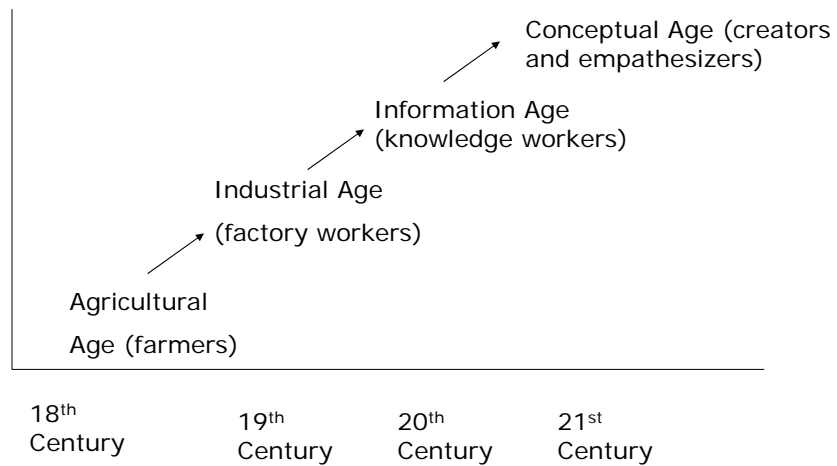
### “Rising Above the Gathering Storm”

WILLIAM J. BROAD  
Published: October 13, 2005

Last year, more than 600,000 engineers graduated from institutions of higher education in [China](#), compared to 350,000 in [India](#) and 70,000 in the United States.

The cost of employing one chemist or engineer in the United States is equal to about five chemists in China and 11 engineers in India.

### 21<sup>st</sup> Century Projections from Daniel Pink



What would it take...

If students could earn their  
college degree before  
leaving high school?

**It is more than just being  
globally competitive.**

If deployed with quality:

- Equalizer for all minority groups regardless of socioeconomics rankings.
- Solving the issues of famine, health care and global warming.
- A wiser, caring human population
- It ensures a brighter future for our world..

## 20th Century Schools

Time-based system Textbook-driven Passive learning Teacher-driven Discipline problems Fragmented curriculum Grades averaged Low expectations Curriculum is irrelevant to students Diversity of students ignored Teacher is the judge of students' work	
--	--

### 20th Century Schools

### 21st Century Schools or RISC approach

20th Century Schools	21st Century Schools or RISC approach
Time based Textbook-driven Passive learning Teacher-driven Discipline problems Fragmented curriculum Grades averaged Low expectations Curriculum is irrelevant to students Diversity of students ignored 3 Rs Teacher is the judge of students' work	

## District 1 facts

- Achievement is declining or stagnant
  - Achievement gap exists between subgroups
- Changing demographics
- Declining enrollment
- Increased mobility
- Declining graduation rate
- “Academic Watch” from the state

## District 2 facts

- High achieving district on state tests
  - Little achievement gap exists between subgroups
- High socioeconomic demographics
- Increasing enrollment
- Involved parents
- High college admittance
- Low attrition rate with staff

## District 1 vs. District 2

- Which district should change?
- How should they change?
- What will be the strongest roadblocks preventing each district from changing?

## **What are the components of the RISC Model?**

- Shared Vision
- Leadership
- Standards-Based Design
- Continuous Improvement

## What research supports this paradigm shift?

- Performance system leading to the next **level**/graduation
- Institutionalizing the art and science of teaching
- Continuous improvement (**PDSA Cycles**)
- Stakeholder support of the district-level initiatives (**Shared Vision**)
- **Systemic** leadership

Marzano/DeLorenzo  
2006

## Leadership for Incremental Change

- Emphasize relationships
- Establish strong lines of communication
- Be an advocate for the school
- Provide resources
- Maintain visibility
- Protect teachers from distractions
- Create culture of collaboration
- Look for and celebrate successes

Marzano 2006

## Leadership for Second Order Change

- Shake up the status quo
- Expect some things to seem worse
- Propose new ideas
- Operate from strong beliefs
- Embrace ambiguity and dissent
- Implement research and theory
- Create explicit goals for change
- Define success in terms of goals

Marzano 2006

## What are the components of the RISC Model?

- **Shared Vision**
- Leadership
- Standards-Based Design
- Continuous Improvement

# Why a Standards-Based System?

## ----THINK - PAIR- SHARE----

**THINK-** On your own, consider the question silently.

**PAIR-** Turn to a partner, each of you explain your thoughts.

**SHARE-** Volunteer to share out what your partner has said with the group.

**Authentic Engagement:** Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic

**Ritual engagement:** Compliant, "What do I get for it?", do what is required, substitute good grades for learning

**Passive Compliance:** Doing the minimum to get by, have work accepted rather than doing it right and respected

**Retreatism:** Uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity

**Rebellion:** Rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive

## Levels of Student Engagement

- Authentic Engagement: Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic
- Ritual Engagement: Compliant, "What do I get for it?", do what is required, substitute good grades for learning
- Passive Compliance: Doing the minimum to get by, have work accepted rather than doing it right and respected
- Retreatism: Uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity
- Rebellion: Rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive

## Where would you place your students?

**Authentic Engagement**: Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic

**Ritual engagement**: compliant, "What do I get for it?", do what is required, substitute good grades for learning

**Passive Compliance**: doing the minimum to get by, have work accepted rather than doing it right and respected

**Retreatism**: uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity

**Rebellion**: rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive

## What can you do?

- Understand the principles of a world class system
- Visit ***reinventingschools.org*** (RISC)
- Visit a local district that is attempting to move on to this direction
- Attend a RISC symposium to better understand best practices to a systems approach.
- Purchase “Delivering on the Promise” and give it to someone

## Make a commitment

From what you have learned today establish at least one concrete task/goal that will support the next generation of standards-based system

## RISC leading questions

- What is the current status of our schools after NCLB?
- What should the next generation of standards-based education look like?
- If needed, how do we change our classrooms, schools and districts?
- What role does RISC play?

## ***CRIS***

**What was one “aha” and what is a question we can answer?**

- **Clarify:** the question or topic
- **Reflect:** individually
- **Impact:** on you and your system
- **Share:** your thoughts

## Re-Inventing School Coalition (RISC)

- 1,000 districts 1,000,000 kids
- [www.reinventingschools.org](http://www.reinventingschools.org)
- sbsadams50.org
- bssd.org

“This system provides a clear road map of what students need to know and do in each content area. Besides mastery of basic skills, the needs of the whole child are considered including character development, career development, service learning, and technology. All the skills we need to be successful in the 21<sup>st</sup> century.”

Baldrige acceptance speech  
by Nathaniel Moore  
Chugach School District student