

The slide features a background with stylized human figures in shades of blue, green, and red. The text is overlaid on this background.

RISC
Re-Inventing Schools Coalition

Maines' Standards-Based System
Wendy Battino

www.reinventingschools.org

The slide has a solid red background with a yellow horizontal line near the top and bottom. The RISC logo is in the top left corner.

 **RISC**
Re-Inventing Schools Coalition

**Reinventing our
Schools**

"Bringing hope to all of our children"



RISC is a non-profit foundation whose goal is to positively impact 1 million students and a thousand school districts



The Re-Inventing Schools Coalition was formed in 2002 with support from the Bill and Melinda Gates Foundation

The Gates Foundation has supported RISC efforts with 11.5 million dollars



The Coalition is growing...

- Adams 50 School District, Colorado
- Early College of the Redwoods, California
- Ingenium Charter Schools, California
- Flagstaff School District, Arizona
- Lindsay School District, California
- Youth Connections Charter School, Illinois
- Maine Department of Education!



Overview of the RISC Model

- **Shared Vision**
Stakeholders drive systemic change
- **Leadership**
All stakeholders develop leadership capacity
- **Standards-Based Design**
Standards-Instruction-Assessment-Reporting
Learning is the constant, time is the variable
- **Continuous Improvement**
Refine processes that foster excellence



"Students should move at their own pace. If they are not mastering the standards, they should not move forward. We need to restructure the school system so we are not thinking in terms of grades (first, second, third, and so on) and are instead thinking in terms of skills."

Arizona Community Foundation (ACF)
President and CEO Robert King



Clock Activity: A tool that allows us to network with others

- Draw a clock on a sheet of paper
- Label 12, 3, 6, 9 o'clock
- Set up appointments with your colleagues



Goals: Participants will...

- Understand the RISC Model and the associated four components
- Learn and apply quality tools and processes to create systems of excellence
- Analyze the application of RISC concepts to Maine SAUs



Why did we change? Obstacles to High Achievement 1994

- Unhealthy Family/Community
- Student Apathy
- Lack of Parental Involvement
- Lack of Meaningful Curriculum
- Specific Needs of Students
- Funding
- Student Dropouts
- Poor Professional Development
- Teacher Burnout
- Workforce Readiness



WASHINGTON (AP) -- Seventeen of the nation's 50 largest cities had high school graduation rates lower than 50 percent, with the lowest graduation rates reported in Detroit, Michigan; Indianapolis, Indiana and Cleveland, Ohio, according to a report released Tuesday.

The report, issued by America's Promise Alliance, found that about half of the students served by public school systems in the nation's largest cities receive diplomas.

Students in suburban and rural public high schools were more likely to graduate than their counterparts in urban public high schools, the researchers said.

Nationally, about 70 percent of U.S. students graduate on time with a regular diploma and about 1.2 million students drop out annually.



Current Research-- Grades As Performance Predicators On Alaska Standards-Based Assessments

Dr. Sam Stewart 2007

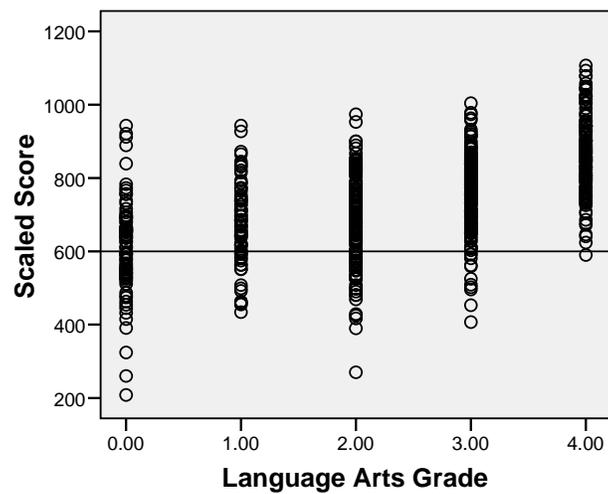


Statement of the Problem

Grades are not an accurate indicator of how students are achieving.

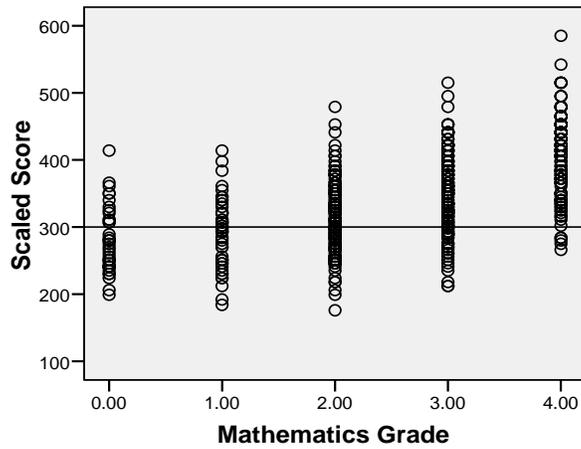


Ninth Grade Language Arts





Seventh Grade Mathematics Grades



Teacher Responses Regarding What Grades Should Reflect

Grading criteria	Teacher #	% of teachers
Student achievement	6	17 %
Student effort	0	0 %
Student growth	1	3 %
All of the above	25	71 %
Other	0	0 %
Student achievement and effort	3	9 %



CRIS

React to the research on letter grades

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



Standards-Based vs. Standards-Referenced

- | | |
|---|--|
| <ul style="list-style-type: none">⇒ System based on defined number of learning levels⇒ Students advance through the system based on achievement of each level⇒ Standards are used to guide curriculum and student progress is measured and used to determine advancement⇒ Students advance through system at their own pace⇒ Learning is the constant; time is the variable | <ul style="list-style-type: none">⇒ System based on traditional grade levels⇒ Students advance through the system at the same pace as other students of the same age⇒ Students will advance with varying levels of knowledge and skills⇒ Standards are used to guide curriculum and measure student progress⇒ Some promotion decisions may be made based on standards⇒ Time is the constant; learning is variable |
|---|--|

Standards Based

Standards Referenced



Is it Worth it?

Data from Districts Who Are
Engaged in the RISC Model

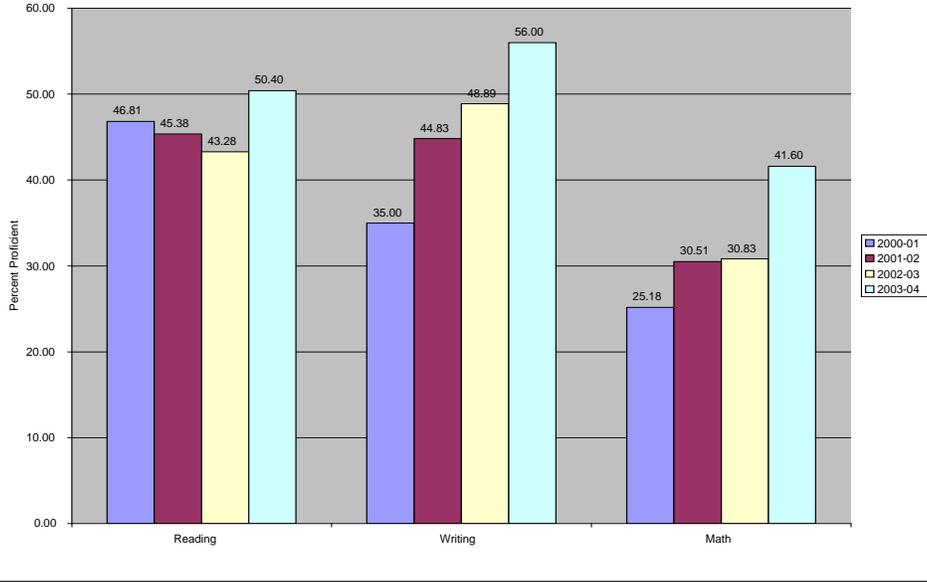
Chugach School District Standardized Test Scores Comparison

**All scores are National Percentile*

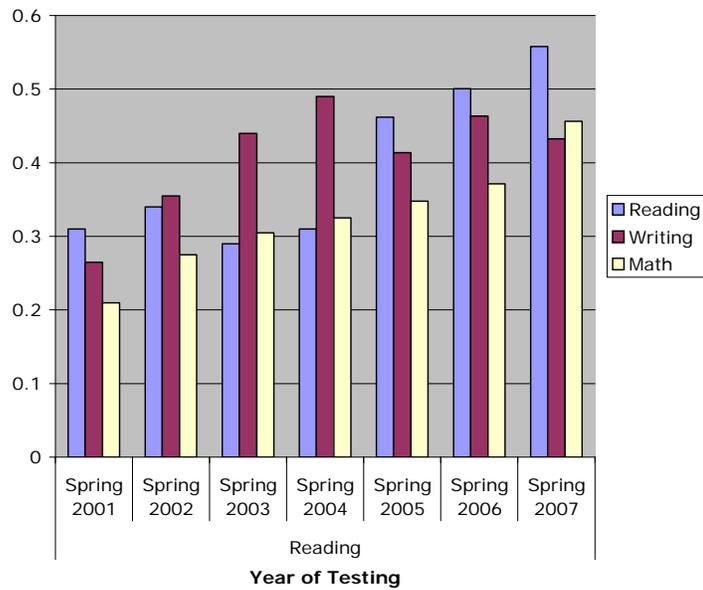
CAT Testing	Total Reading	Total Language	Total Math	Total Spelling
1994/1995	28.4%	26.5%	35.6%	22.0%
1995/1996	43.5%	44.2%	54.3%	32.0%
1996/1997	56.0%	50.0%	58.0%	35.0%
1997/1998	62.5%	59.6%	65.8%	46.0%
1998/1999	71.1%	71.9%	78.1%	65.0%



Lake and Peninsula School District

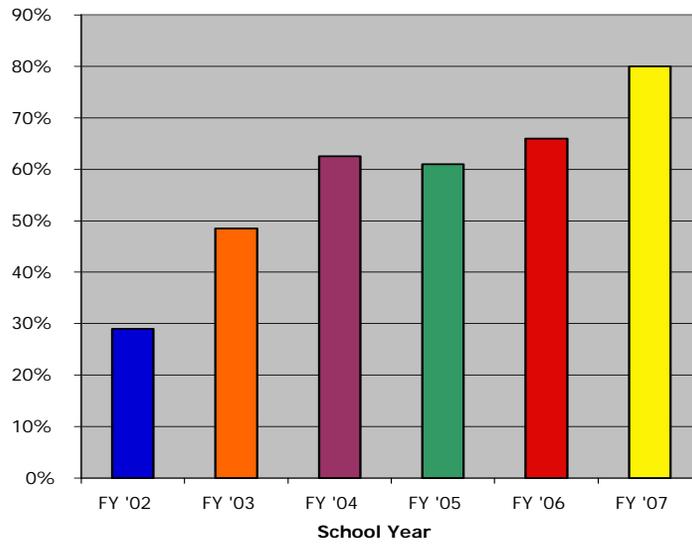


BSSD SBA Trend Data

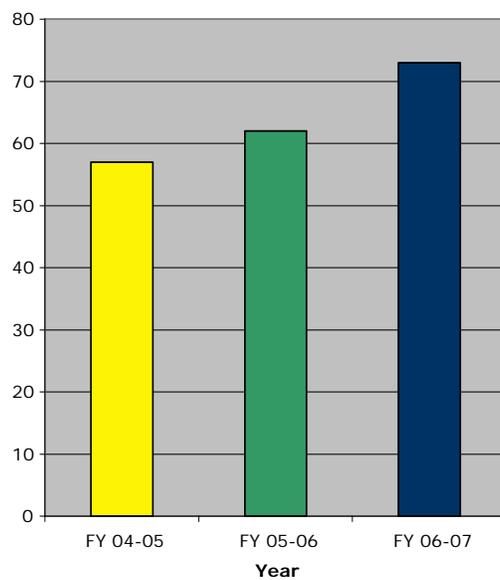




HSGQE PASS RATE FOR BSSD SENIORS

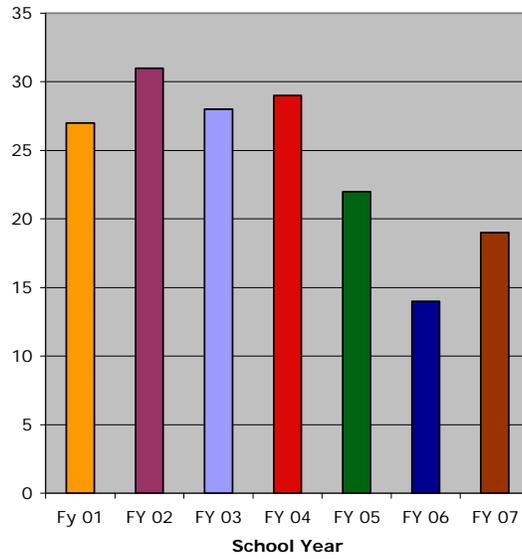


Number of BSSD Graduat





BSSD Teacher Turnover Rate



Growth from 2000-01 to 2003-04

	Reading	Writing	Math	Total Growth in 4 years	Average Growth in 4 Years
Coalition	4.26%	27.34%	20.94%	52.54	17.51%
Non-coalition	- 5.27%	9.44%	5.59%	9.76	3.25%



“In general, then, RIM-related perceptions are positively and significantly correlated with district achievement in 2003-2004: Higher achievement generally is found in districts where employees report higher levels of RSM implementation (as measured by the RIM survey), and lower achievement is found where lower levels of RSM implementation are reported.

The total RIM score correlates positively and significantly with both reading (.573) and mathematics (.539) achievement, as do two of the RIM subscales (Shared Vision, Continuous Improvement). That is, as RIM-related perceptions increase, so does the district proficiency percentage in reading and mathematics.”

Dr. Ted Codalarci, Head of Research, University of Maine



Analysis and Alignment Standard-Instruction-Assessment

State of Alaska Standards-Based Assessment Results for Bering Strait School District students who demonstrated proficiency on an internally developed and administered pre-assessment.

Grade Level	Percent of Students Scoring Proficient or Higher	Percent of Students Scoring in Sub-Sets			
		Advanced	Proficient	Below Proficient	Not Proficient
3	88.89%	38.89%	50.00%	11.11%	0.00%
4	89.47%	31.58%	57.89%	0.00%	10.53%
5	100.00%	0.00%	100.00%	0.00%	0.00%
6	100.00%	57.14%	42.86%	0.00%	0.00%
7	100.00%	36.36%	63.64%	0.00%	0.00%
8	100.00%	66.67%	33.33%		
9	100.00%	50.00%	50.00%		

Alaska Standards-Based Assessment Data Spring 2005.



“As far as I can tell, the Re-Inventing Schools Model, as implemented by Chugach and other districts in Alaska involved with RISC is the most comprehensive and well articulated approach to standards-based reform in the entire country”

Dr. Robert Marzano



RISC Model

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



Guiding Questions

- What does effective leadership look like?
- Why do we need leadership at all levels?
- How can we help others become more effective leaders?
- How do we measure and report it?
- What are some tools to help us become more effective leaders?



Everyone is a leader
because everyone
influences someone. Not
everyone will become a
great leader, but everyone
can become a better leader.

Student Bering Strait School District



Affinity Chart

What are the characteristics of quality leaders?

1. Individually brainstorm a list on sticky notes
2. As a group organize the sticky notes into like categories
3. Label each group (vision, morals, etc.)
4. Share back with the rest of the group



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
- Tolerate ambiguity and dissent
- Talk research and theory
- Create explicit goals for change
- Define success in terms of goals

Marzano 2006



Why do we need leadership at all levels?

Classrooms, Schools, Districts,
Communities

We described leadership
and recognized its
importance - now how do
we instruct, assess and
report it?



Stages of change (CBAM)

A
U
1st
R
R
R



Stages of change

(Concerns Based Adoption Model)

Awareness

Understanding

1st Implementation (buy-in vs. commitment chicken vs. pig)

Routine

Refinement

Replication



Table Discussion

- How did our group description of an effective leader compare with RISC OSAT?
 - Were there any traits we missed?
 - Were there traits we thought were important, but aren't identified within the tool?



RISC Model

Leadership

Shared Vision

Standards-Based Design

Continuous Improvement



Guiding Questions

What is a Shared Vision?

Why a Shared Vision?

Who is involved in the Shared Vision?

How and when is a Shared Vision created?



What is a Shared Vision?

Think-Pair-Share

- Reflect Individually
- Discuss
- Share with a partner



What is a Shared Vision?

- Gather input from **all** stakeholders on how to help all children reach their dreams
- Series of **meetings** and **processes** to hear everyone's voice, so there will be unconditional support for the vision
- This should happen at the district, school, and classroom level

**The ultimate goal of change
is when people see
themselves as shareholders
with a stake in the success
of the system as whole.**

-Michael Fullan



A Process

*Creating a Shared Vision that reflects all
stakeholders*

- Ask the important questions
- Take the time to educate stakeholders
- Survey the interest, support and willingness



Important Sample Questions

1. According to current test scores how are our students doing?
2. What happens to our students once they leave our K-12 system?
3. What will students need to know in the 21st century?
4. If needed, how do we change our current system to meet the needs of all students?



Create a Shared Vision. What skills do our students need for the 21st century?

Brainstorming Technique

*Go around the room and every
person has the floor to speak*



Skills Desired by Fortune 500 Companies

In order of Importance

- Teamwork
- Problem Solving
- Interpersonal Skills
- Oral Communications
- Listening
- Personal/Career Development
- Creative Thinking
- Leadership
- Goal Setting/Motivation
- Writing
- Organizational Effectiveness
- Computation
- Reading



Aligning Input to Standards

What will students need to know and be able to do in the 21st century?

Content Areas Developed

Career Development

Personal and Social Development

Service Learning

Students

Staff

Community

Business

Standards written for top items

Teamwork

Problem-Solving

Communication Skills

Work Ethic

Resource Identification

Goal- Setting





What is an effective SV at the classroom level?

Student input:

Create positive learning environment around a **code of ethics**

Develop classroom procedures aligned to shared vision

Implement simple improvement **cycles**



RISC Model

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



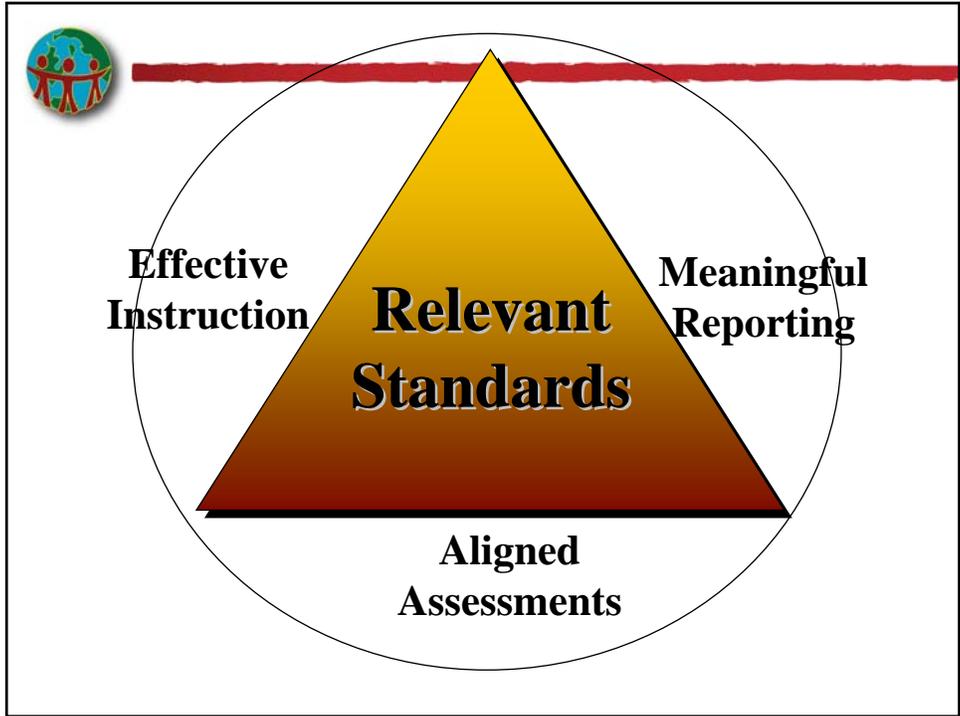
Guiding Questions

- What is a RISC “standards-based system”?
- What does it look like in a classroom, school, and district?
- What are some tools to help us?
- How do we measure and report it?
- Why a standards-based system?



Clock Activity: 12:00 Appointment

Given what you currently know,
how would you describe
Standards-Based Design to
someone outside your
organization?



What is Standards-Based Design?

The term "Standards-Based Design" refers to an education system where students: are placed in developmentally appropriate content area levels, receive instruction along a continuum of experiences from direct skills-based instruction to real-life application of skills and knowledge, progress is based upon students' demonstration of mastery on internal assessments (not time or age), report cards reflect progress towards mastery of individual standards and content area levels. This approach includes systematic tools, processes, and planning templates that assist staff with delivery and communication. The associated tools, processes, and templates are input driven, which allow for significant and consistent opportunities for student contributions in the design, delivery, and assessment phases of the Standards-Based Instructional Model.



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 yourself?

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

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Standards in Courses

(State and local standards are embedded in all required grades and courses)

Advantages:

- Easy transition into current system
- Course grade indicate student performance on standards
- Easy to identify what standards are being addressed

Disadvantages:

- Difficult for the system to accommodate students learning at different rates
- Does not lend itself to integration of multiple standards
- Specific needs of students aren't being addressed



Standards in Developmental Levels

Advantage

- Research strongly supports this model
- Meets the individual needs of every student
- Everyone knows the expectation
- Highly accountable/aligned
- Support multiple ways to reach standards

Disadvantage

- Massive paradigm shift for education
- Scheduling, reporting, assessments and resource allocation are redesigned
- Advil and Mallox, will be your best friends

There is more computing power in a happy birthday sound card than the whole world in 1952.

(Source - Innovations magazine 1995)



Traditional Schools

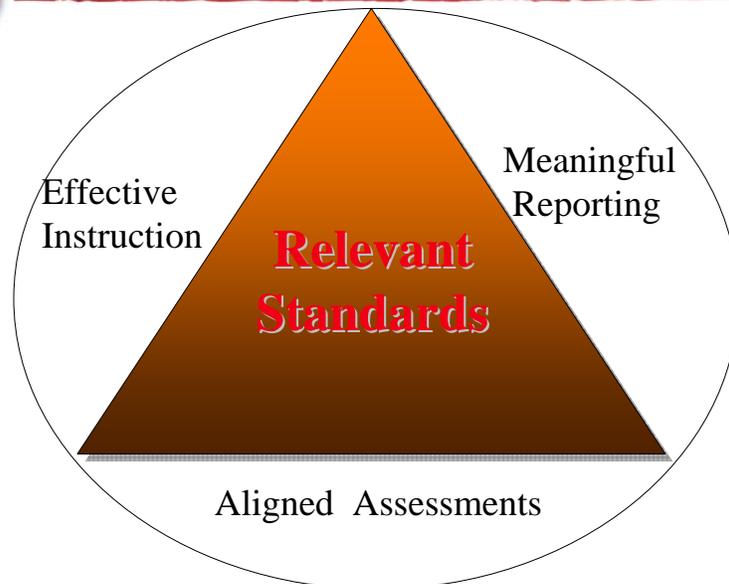
21 St. Century Schools

Credit or "Seat Time"
Teacher Test Students
Traditional Salary
No Business Input
No School to Life Plan
No Economic Development
Reactionary System
Institutionally Centered

Performance-Based System
Business Test Students
Performance Pay
Comprehensive Business Input
Comprehensive School to Life
Economic Development
Continuous Improvement
Student Centered



The four subcomponents of Standards-Based Design





Example: Relevant Standards

- Reading
- Writing
- Math
- Science
- Social Science
- Service Learning
- Personal/Social Development
- Career Development
- Technology
- Cultural Awareness and Expression



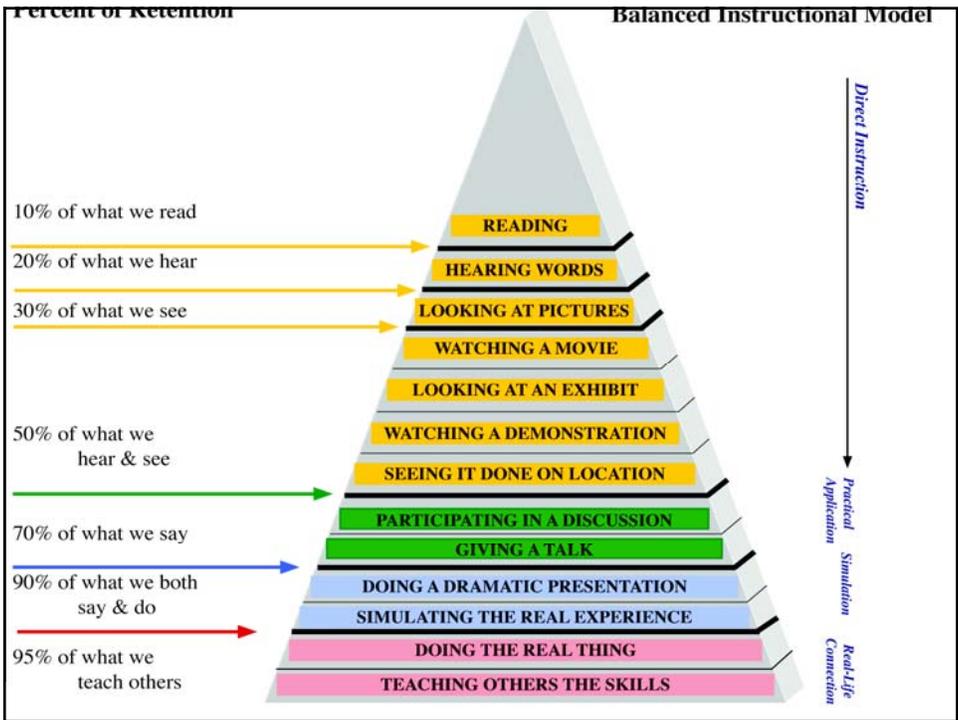
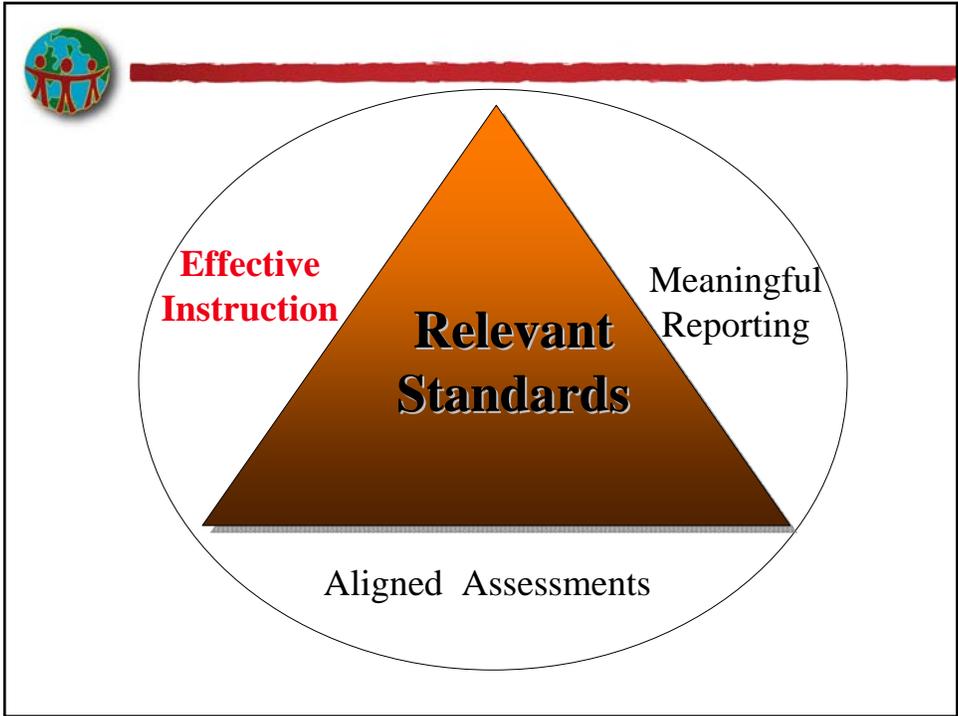
Technology STANDARD:

Students will operate technology based tools to manage information, solve problems, and express ideas in a responsible manner.

KEY ELEMENTS:

- Use a computer to enter and retrieve information.
- Use technological tools for learning, communication, and productivity.
- Manage and maintain technology tools.
- Diagnose and solve common technology problems.
- Use technology to observe, analyze, interpret, and draw conclusions.
- Examine the role of technology in the workplace and explore careers that require the use of technology.
- Use ethics when using software and hardware.

Level I	Level II	Level III	Level IV	Level V	Level VI
<ul style="list-style-type: none"> • Introduction to the keyboard as students learn the alphabet. • Stamp or type letters as students learn the alphabet. • Use appropriate software independently and collaboratively to support learning across the curriculum. 	<ul style="list-style-type: none"> • Learn and use the basic function keys. • Type in a short story or description and save it. • Create at least 1 page of several classroom multimedia projects. • Use appropriate software independently and collaboratively to support learning across the curriculum. 	<ul style="list-style-type: none"> • Begin to use new keys and 2 handed typing. • Type in larger projects with several sentences and begin editing. • Create pages for class multimedia projects using variety of media. • Work with teacher to locate information on the Internet. • Use appropriate software 	<ul style="list-style-type: none"> • Develop keyboarding skills that are quicker and as accurate as handwriting. • Create and publish a product. • Create simple multimedia projects which contain hacked ideas. • Work with the teacher to access info on the Internet. • Use simple programs to record and graph data. 	<ul style="list-style-type: none"> • Strive for 25 WPM speed and accuracy goal on keyboard. • Publish a document using an accepted format. • Create multimedia projects linking key ideas through variety of media. • Use simple spreadsheet to solve problems. • Navigate independently through Internet to locate resources. 	<ul style="list-style-type: none"> • Proficient at 25 WPM speed and accuracy goal on keyboard. • Publish a document that uses info imported from variety of sources. • Identify various formats of writing. • Create multimedia projects containing 3 media components minimum. • Navigate through.
Level VII	Level VIII	Level IX	Level X	Level XI	Level XII
<ul style="list-style-type: none"> • Strive for 30 WPM speed and accuracy goal on keyboard. • Publish a document using basic editing software and skills to revise. • Create multimedia projects using increasingly sophisticated linking of ideas and media. • Locate specific info on Internet and log onto a shared network folder. 	<ul style="list-style-type: none"> • Proficient at 30 WPM speed and accuracy. • Explore uses of technology in the workplace and examine careers that require the use of technology. • Demonstrate ethical and legal use of technology. • Diagnose and solve common technology problems. 	<ul style="list-style-type: none"> • Use appropriate keyboarding skills at all times. • Publish a document incorporating appropriate page design and formatting tools. • Create a minimum of 3 cross-curricular multimedia projects for public presentation. • Create a spreadsheet that allows student to analyze 	<ul style="list-style-type: none"> • Use appropriate keyboarding at all times. • Create a simple WWW page including at least one graphic, text, and link to another Internet site. • Access info from various databases for class projects. • Begin a personal electronic portfolio for job or university 	<ul style="list-style-type: none"> • Use appropriate technology to access info and evaluate learning in the academic and vocational areas of interest. • Develop a working knowledge of specific technology for interest areas such as programmable calculators, subject specific software and hardware, CAD/CAM 	<ul style="list-style-type: none"> • Present personal electronic portfolio to public while explaining career and schooling options. • Demonstrate competency in technological area of interest by instructing younger students in that area. • Complete personal electronic portfolio while





Balanced Instructional Model

- **Drill and Practice:**
Traditional teaching, knowledge bits, skill-based
- **Practical Application:**
How will the student use this?
- **Interactive:**
Simulation of an event (e.g., “City Unit”)
- **Real Life Connection:**
Outside the walls of the classroom, doing the real thing

Effective Instruction Check-up Survey Criteria

Instruction

Standards and Assessments The organization has implemented procedures and policies (e.g., lesson planning, student progress through content area levels, teacher/principal evaluation tools, recording and reporting procedures) requiring Standards-Based instruction in all content area levels.

Instructional Model The organization has implemented a systemic Standards-Based instructional model. Staff development focuses on specific instructional strategies, aligns to current research, and provides opportunities for stakeholder feedback.

Student Focus The organization has integrated strategies and tools into the Standards-Based instructional model allowing staff and students to individualize learning experiences and increase levels of engagement.

Effective Instruction Check-up Survey Criteria

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Role of the Teacher

Traditional

- Industrial Model
- Factory Oriented
- Lecturer
- Chalkboard
- Textbooks--Outdated
- Static Classroom
- Academic Disciplines Only
Reading, Writing, Arithmetic,
Science, Social Studies, Foreign
Language
- Structured Environment

21st Century

- Facilitator
- Cooperation Groups
- Hands-On
- Individualized
- More Technology
- Relevant Curriculum
- Re-Training
- Flexible to Change
- Willing to Risk
- Different Type Organization &
Classroom Management
- Visionary



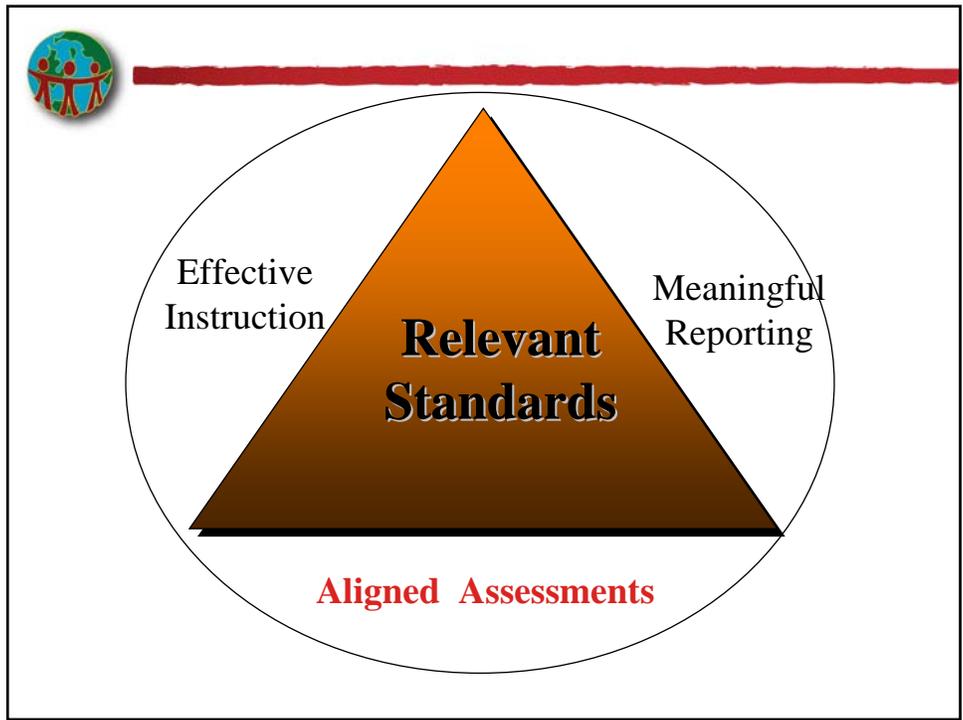
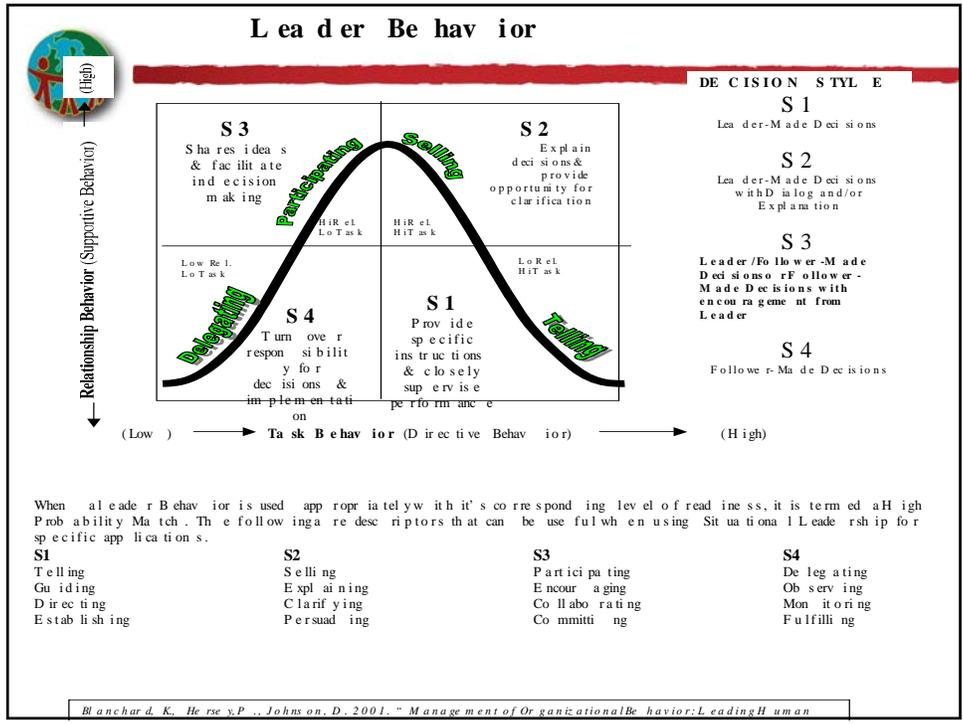
Role of the Curriculum

Traditional	21st Century
<ul style="list-style-type: none">• Learn Basic Facts (Specific)• Purpose to go onto Higher Education--Not Job Related• Passive, Role Learning• Short Term• Little Relevancy• Low Level Assessment	<ul style="list-style-type: none">• Learn to use Resources• Learn How to Solve Problems• Utilize Technology• Relative Life Skills• Discuss How to be Active, Responsible Member of the Community• Business Expectation• Community Expectation



Role of the Student

Traditional	21st Century
<ul style="list-style-type: none">• Attend School• (3) R's• High School Basic Courses• Theory• Retell Facts• Short Term Memory• Pass/Fail• Sit Down, Shut Up• Follow Where Led	<ul style="list-style-type: none">• Attend School• (3) R's• Tech. - Problem Solving• Application• Active Participant• Not Tied to the Classroom (Community/Work Experiences)• Social Skills• Work Skills• Values• Portfolio, Other Assessments• Explore--Lead





Assessment Types

- Skills
- Analytical (rubrics)
- Self
- Peer



Skills Assessments

Assessment Activities

- Pop quizzes
- Vocabulary Quizzes
- Chapter Questions
- Character Analysis
- Identify Elements - Visual



Self Assessments

Self-Assessment Activities

- Student made rubrics with student self assessment
- Teacher made rubrics with student self assessment
- Class made rubrics with student self assessment
- Life skills monitoring



Sample Life Skills Self- Assessment Tool

Name: _____

PS/H 5.2 Applies conflict resolution and critical thinking skills to a variety of situations.

Date	:	--	✓	+	*	Why I gave	m	yse	If	this	score:
---	:	---	---	---	---	---	---	---	---	---	---
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PSH 5.4 Develops a strong personal ethic (punctuality, quality, etc.)

Date	:	--	✓	+	*	Why I gave	m	yse	If	this	score:
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Date	:	--	✓	+	*	Why I gave	m	yse	If	this	score:
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Peer Assessments

Peer-Assessment Activities

- Student made rubrics with peer assessment
- Teacher made rubrics with peer assessment
- Class made rubrics with peer assessment
- Classroom wide life skills monitoring



Analytical Assessments

Activities

- Reading Journals
- Literary Criticism
- Literature Discussions
- Re-Create or Re-Write a Section
- I-Search / Research
- Essay Test
- Learning Logs
- Book Talks / Review
- Author Interview
- Application of learning
- Presentations
- Letters to the Editor
- Service Projects
- Internships

Rubrics

- Student generated
 - Each unit
 - Beginning of the year
 - A Template
 - Re-visit / modify
- Teacher generated
 - Standard in *Proficient* column
 - Team built
 - Indicators – standards



Sample Analytic Assessment or Rubric

Standard 3: ORGANISMS AND THE ENVIRONMENT: Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment.	
<i>Grade 5</i>	
Level 4.0	In addition to Level 3.0, in-depth inferences and applications that go beyond what was taught such as: <ul style="list-style-type: none"> • S.C.5.3.1 Explain and give detailed examples of the cycle of energy among producers, consumers, and decomposers. • S.C.5.3.2 Explain and give examples of how specific relationships among producers, consumers, and decomposers in an ecosystem affect the cycling of matter.
Level 3.0	While involved in tasks involving cycles of matter and energy the student will: <ul style="list-style-type: none"> • S.C.5.3.1 describe the cycle of energy among producer, consumer, and decomposer (diagram and describe the flow of energy among producers, consumers, and decomposers (e.g., food chains, food webs) • S.C.5.3.2 describe the interdependent relationships among producers, consumers, and decomposers in an ecosystem in terms of the cycles of matter (illustrate the relationship (e.g., carbon dioxide and oxygen exchange) among producers, consumers, and decomposers in an ecosystem) The student exhibits no major errors or omissions.
Level 3.5	In addition to Level 3.0 performance, in-depth inferences and applications with partial success.
Level 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> o producer o consumer o decomposer o cycle of energy (food chains, food webs) • recognize the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> o identify what a producer, consumer, and decomposer is within a cycle of energy However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
Level 1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.
Level 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Level 0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
Level 0.0	Even with help, no understanding or skills demonstrated.

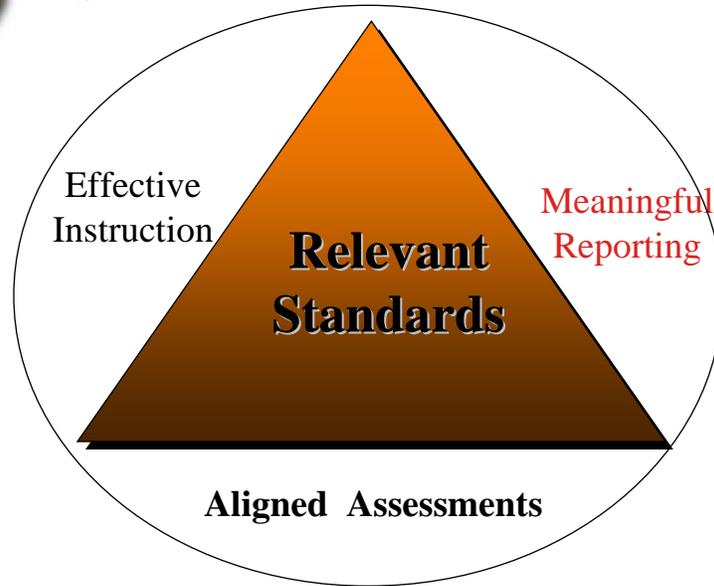


Other Ideas

Rubrics are not just for the classroom.

Stakeholder Activities

- Reporting systems
- School culture
- School presentations
- Staff Meetings
- Rubric for rubrics



How do we record and report in a standards-based system?



A Sample Snapshot

Sample Student

Testing Out

Graduation Target

Content Areas	01	02	03	04	05	06	A
Career and Content Literacy	Tested Out	Proficient	Proficient	Advanced	20%		
Communication Literacy	Tested Out	Tested Out	Tested Out	Advanced	Proficient	20%	
Numeric Literacy	Tested Out	Tested Out	Proficient	Advanced	61%		
Personal, Social, Service Skills	Proficient	Advanced	Proficient	Proficient	6%	6%	
Reading and Literature	Tested Out	Tested Out	Tested Out	Proficient			
Science and Global Environments	Credit Trans	Credit Trans	Credit Trans	Credit Trans	Proficient		29%
Social Environments	Credit Trans	Credit Trans	Credit Trans	Proficient	Advanced	0%	
Technological Literacy	Proficient	Proficient	Advanced	Proficient	Advanced	25%	

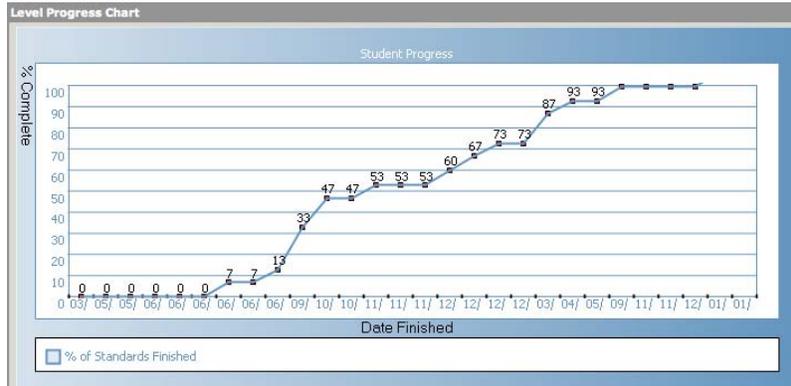
Transferring Credits

Completed Level



Progress

Sample Student Progress Chart for a content area.





Student Performance Snapshot

Standard Areas	1	2	3	4	5	6	7	8	9	10	11	12
1 Mathematics	X	X										
2 Technology	X	X	X	X	X							
3 Social Science	X	X										
4 Reading	X	X										
5 Writing	X	X										
6 Cultural Awareness/Exp	X	X										
7 Personal/Social/Health	X	X										
8 Career Development	X	X	X	X	X							
9 Service Learning	X	X										
10 Science	X	X										



Using the RISC OSAT,
Review “Standards-Based
Design”.

How might this impact Maine
School Systems?



RISC Model

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

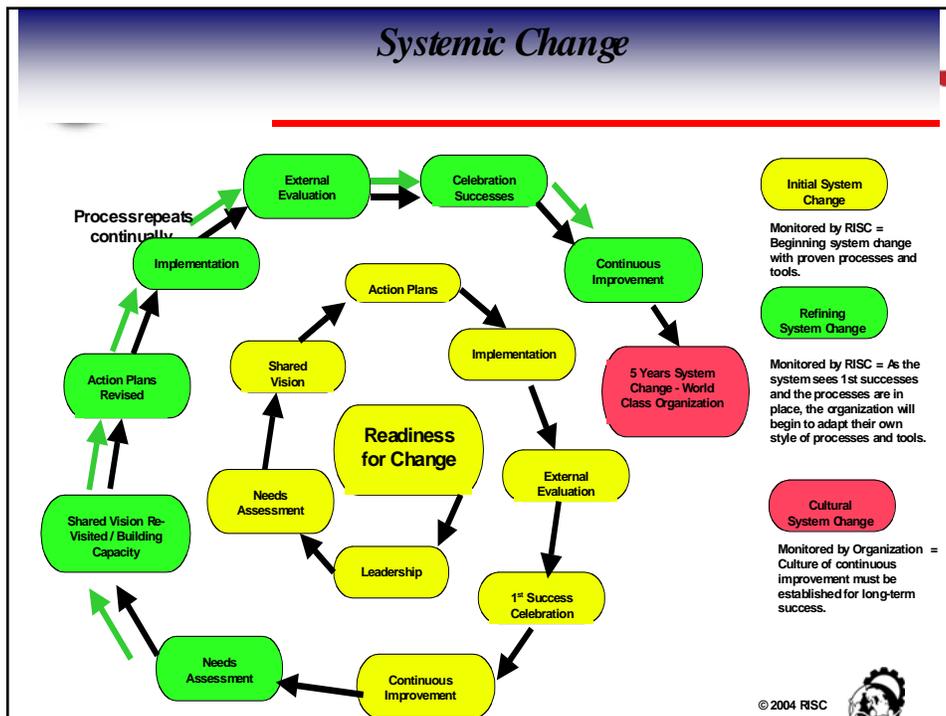


Exhibit 1. RISC Change Continuum, Goal Replication Timeline

	Yea1	Yea2	Yea3	Yea4	Yea5
Awareness					
Understanding					
First Implementation					
Routine Use					
Refinement					
Replication					



Sample Onsite Feedback Report

- Strengths:
 - Evidence of iteration improving the quality and language of standards.
 - Reduction of standards as recommended in 2005 feedback report.
 - Standards are developed in all content areas with corresponding levels.
 - Most students can identify their levels in all content areas and can articulate how they move through the levels.
 - Majority of students see the value of having a standard-based system.
 - Strong trend data on statewide testing as compared to similar districts.



Continued...

OPI's (opportunities for improvement):

- Students' ownership of standards is not consistent
- Time it takes to move through some levels (parents and students)
- Unclear screening tools
- Instructional model not deployed in all content areas
- Consistency of assessing level movement needs to be systematic; evidence of students moving levels when not ready to do so.



What does Continuous Improvement look like?

Student, Teacher, Principal and Superintendent



PDSA Process Tool

Purpose: To set goals, design the plan for goal attainment and assess the success of the plan

PLAN What is the goal?

DO How do you implement it?

STUDY Was it a success?

ACT What WILL you change or do differently?



PDSA Sample

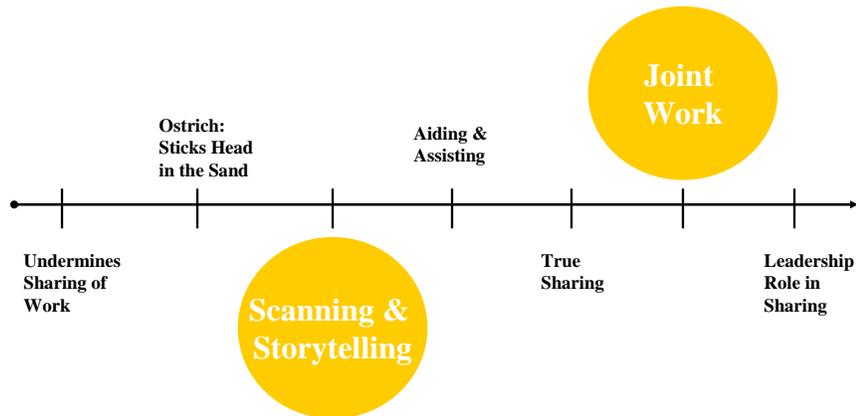
Focus Area Partnerships Date: October 2008 Author(s): Wendy Battino

Plan	Implement	Evaluate	Refine
<p><i>Comprehensive plan overview with input from appropriate stakeholders</i></p> <p>P.2 & MI.2</p> <p>Published</p> <p>Materials/Presentations:</p> <p>P.2.1 By June 2010 four RISC partners or other nationally recognized education professionals/organizations presentations or publications reflect modifications (in writing) that incorporate RISC Model elements or openly support its adoption</p>	<p><i>Timeline with concrete roles and responsibilities</i></p> <ul style="list-style-type: none"> • Create Contact List including: Larry Lezotte and his contacts Bob Marzano, Michael Furdyk. • Read, research and synthesize new educational material, reports and books that will support RISC, and add to contact list. • Communicate with contacts on latest RISC tools and deliverables, present with book, reports... • Invite contacts to Winter/Spring Symposia, Meetings in bwer 48, Board Meetings. 	<p><i>What evidence will be reviewed to document progress towards goal?</i></p> <p>Contact List and communications begin by October 12.</p> <ul style="list-style-type: none"> ▪ Partners articulate understanding of RISC processes in presentations/publications ▪ Maintain and update contact list ▪ Generating Interest, recognition... <p>Deliverables</p> <p>At least one Presentation or publication referring to RISC work published on RBC website by June of 2009.</p>	<p><i>What evidence will be reviewed to document progress towards goal?</i></p> <p>Refinements on going with collected presentations or publications on RBC published on website by June of 2010</p>



Continuum of Collegiality

derived from Judith Warren-Little



Delivering on the Promise

What did you learn that can help your **school**, your **classroom**, and/or your **organization**?



Goals: Participants will...

- Understand the RISC Model and the associated four components
- Learn and apply quality tools and processes to create a systems of excellence
- Analyze the application of RISC concepts to Maine SAUs



Applying RISC Concepts to Maine SAUs

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



Table Task

- What RISC Model component is the most pertinent to your organization at this time (L, SV, SBD, CI)?
- What do you see as the biggest challenges your organization faces in making the transition to a standards-based system?

"Doing the right things in the right ways."



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