



# Connecting the Pieces: Using Coherence to Improve Effectiveness, Efficiency & Outcomes

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Learning Forward New Jersey

August 2, 2018

*presented by*

Dr. Tracey Severns



@docseverns

**REMINDER: Full-Day K vote is on Tues, 9/27**



# Education n

an official publication of the Mount Olive Township School District

## Update

Sept 2016

# PARCC scores skyrocket

*Results of 2016 PARCC exams show MO students are performing well above state averages*

**D**ATA recently released by the New Jersey Department of Education shows that Mount Olive students scored significantly higher on PARCC assessments than in 2015, and significantly higher than their peers around the state.

Increases were seen in the percentages of Mount Olive students earning levels of "meeting expectations" (the minimum score considered to be passing) and "exceeding expectations" (the highest possible score). District-wide, **the average improvement from 2015 was 47%.**

Mount Olive's PARCC results were also significantly higher than the state averages. In



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## Update

### District in top 13% in state

*Test scores show Mount Olive students are achieving at highest levels in district history*

Mount Olive School District is in the **top 13%** of the best New Jersey school systems, according to rankings recently released by SchoolDigger. The website, which annually evaluates U.S. schools based on standardized test scores, ranks Mount Olive in the 87th percentile in the state and in the **top 10 of Morris County districts**. The SchoolDigger ranking confirms

**“Our students, faculty, and staff deserve hearty congratulations. The Board of Education also played a crucial leadership role in this achievement by establishing to all that we stand for excellence.”**

**Dr. Larrie Reynolds**  
Superintendent

we stand for excellence. They worked together with district administrators to craft policies, programs, and procedures that ensure that our kids are getting the best education they can.”

About 99% of Mount Olive students took the PARCC exams – the standardized tests in language arts and math that are the foundation for the SchoolDigger rankings.

### New high-tech HS spaces

MOHS open house set for Tuesday, November 29, from 6-7:30 p.m.

**N**EWLY renovated instructional spaces at Mount Olive High School are providing students with experiences not found in any other high school in the country.

The highlight is a new design lab that enables







Incoming Call



Answer



Decline

**HOW**

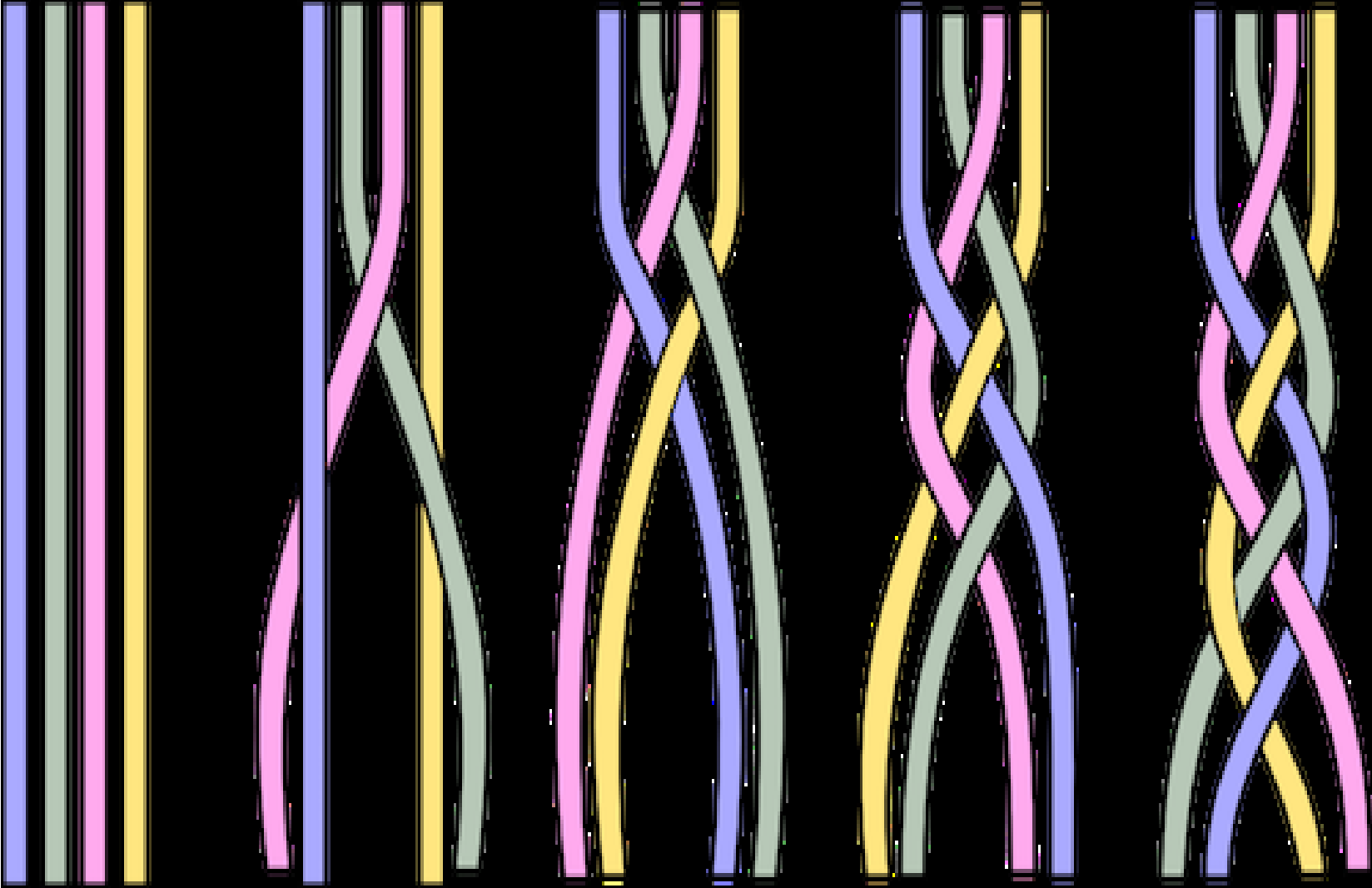


**DID YOU DO**

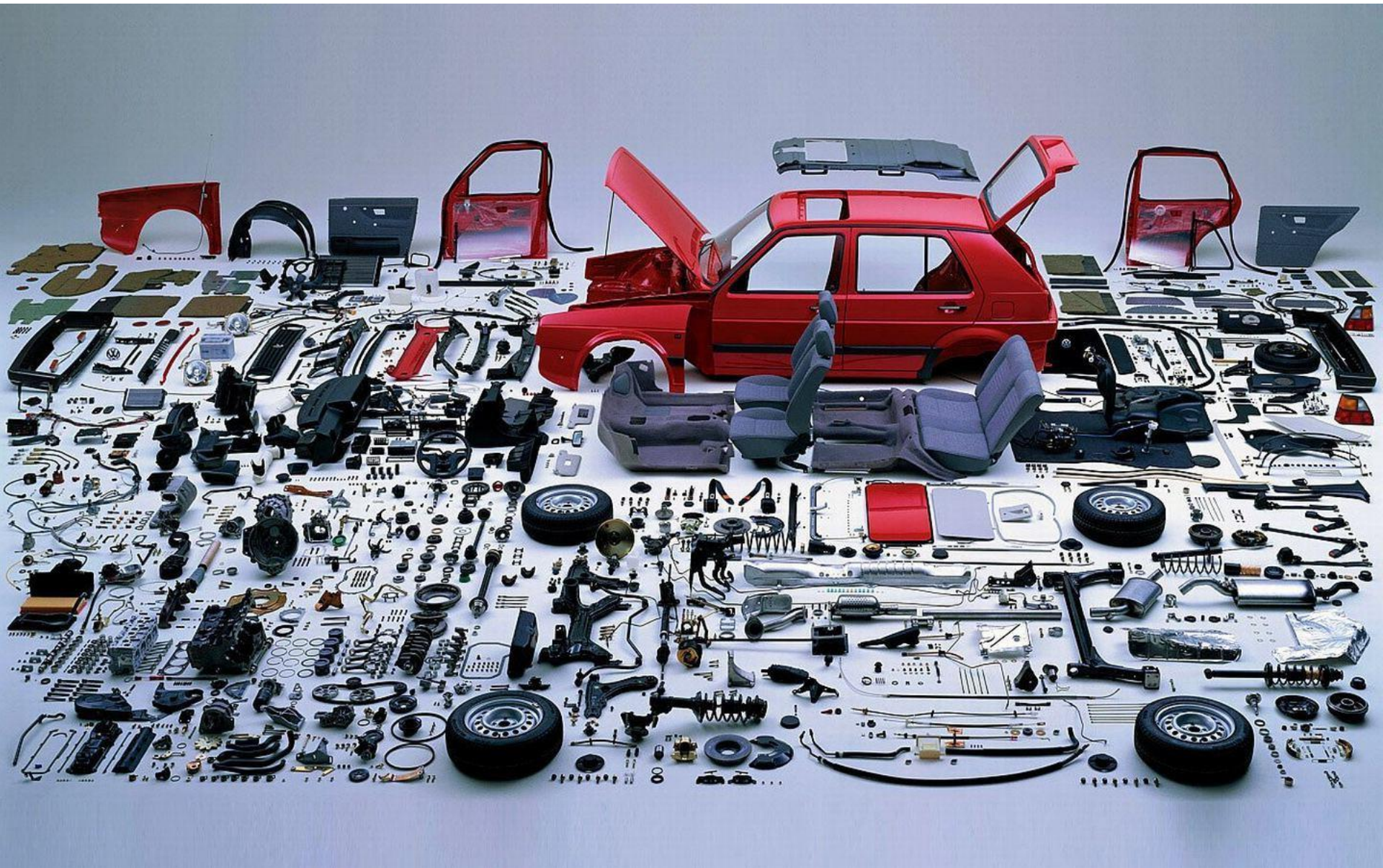
**THAT**

quickmeme.com

memegenerator.net









by Egzon Berisha

















Yes, but...

**HOW!**



# Build Coherence!

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Coherence is when the entire school community works in specific, intense & sustained ways to ensure learning for **all** students.



# Coherence makes the work

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- Meaningful
- Measurable
- Manageable



# Coherence requires:

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- Collective accountability
- Common objectives
- Collaborative culture
- Individual & organizational capacity



# Levels of Coherence

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- Community
- District
- School
- Classroom



# What do you see as connected?

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Sketch a relationship that impacts  
your outcomes.



# Cultivate educationally powerful connections

(Robinson, 2009)

- Curriculum, Instruction, Assessment
- Home and School
- Central Office, School, Classroom
- BOE, Administrators, Teachers, Students
- Community, District, Schools





# The Board of Education



RETIRED  
POLICE  
OFFICER

INVESTMENT  
BANKER

FARMER

BUSINESS  
PERSON

BARRISTER

HOUSING  
CHIEF

GOVERNMENT  
MINISTER

COUNCILLOR

**F**  **OCUS**



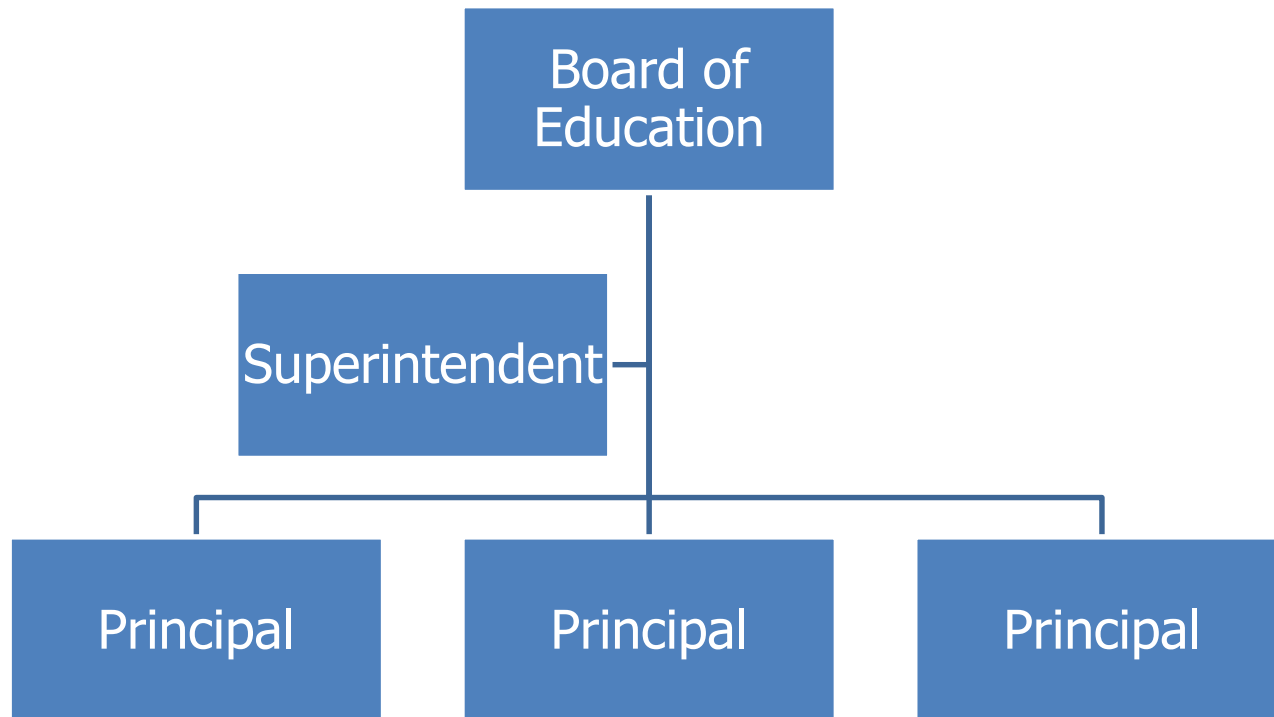
Focus  
ON  
WHAT  
matters





# Integrate and Align Goals & Plans

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A wooden nameplate with a dark blue plaque that reads "Superintendent" in white serif font. The nameplate is mounted on a light-colored wooden desk. The background is blurred, showing a desk lamp and other office items.

Superintendent



# Systems Thinking

Authors include Senge, Fullan, Hargreaves

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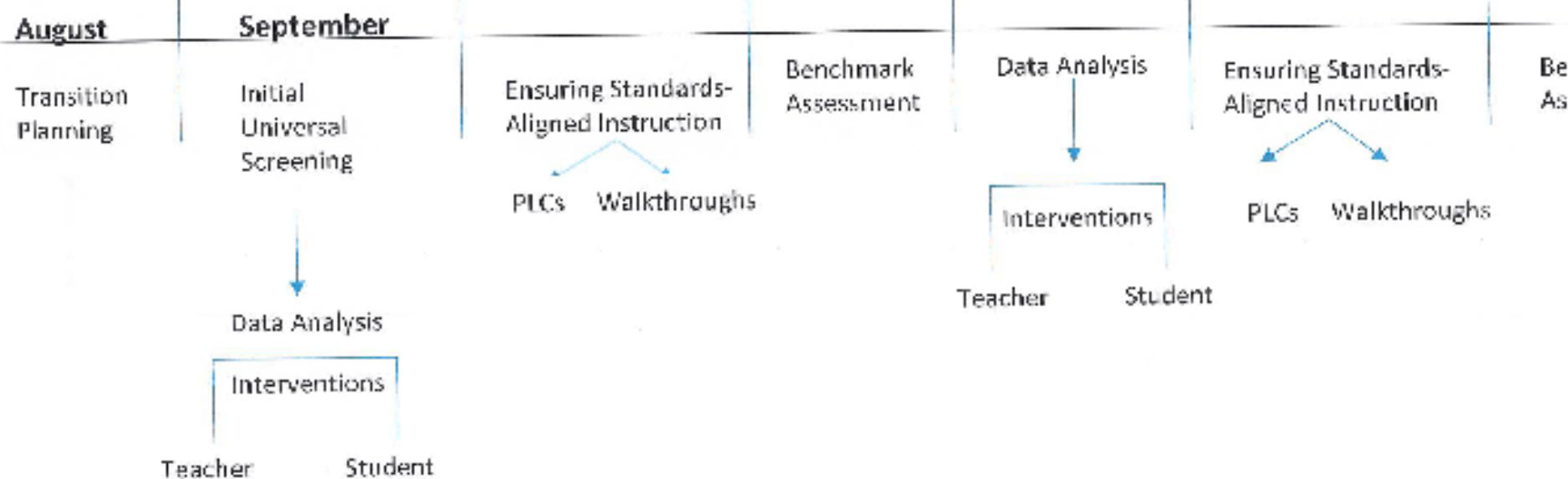
The cultivation of a we-we or collective identity laterally across schools and vertically between schools.

When principals become almost as concerned about the success of other schools as they are about their own.

- Hargreaves

# District Responsibilities

## Building Responsibilities







# What systems are in place?

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Aug. – Transition Planning

Sept. – Universal Screening

Sept. – Data Analysis

Tailored supports students & teachers

Quarter 1 – Ensure standards-aligned  
instruction (PLCs and evidence walks)

End Q1 – Benchmark Assessment

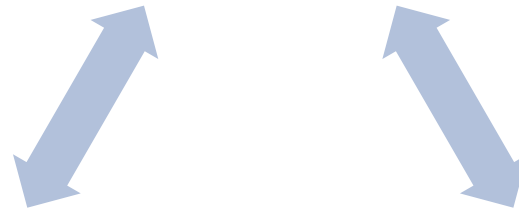
Repeat



# Cycle of Improvement

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Assessment



Action



Analysis

**DATA**

**S U M M I T**

UNLEASH THE POWER OF YOUR DATA



# Research to Guide Inquiry and Action

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School Leadership and Student Outcomes:  
Identifying What Works and Why  
Best Evidence Synthesis Iteration

Robinson, Hohepa and Lloyd (2009)

<http://educationcounts.govt.nz/goto/BES>



# The Dimensions of School Leadership that Make a Difference to Students

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- a. **Establishing goals and expectations**
- b. **Resourcing strategically**
- c. Planning, coordinating and evaluating teaching and the curriculum
- d. Promoting and participating in teacher learning and development
- e. Ensuring an orderly and supportive environment



# School-Level Coherence

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Leaders in high performing schools:

- focus on academic goals that are specific, unifying (school-wide) and embedded in school and classroom routines and procedures.
- clearly communicate goals and expectations, as well as academic accomplishments
- develop a high level of capacity, commitment and consensus around goals.



# Establishing Goals

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Schools do not have goals. Only people can have goals, and until people have translated goals into specific performance targets, there is little reason to anticipate improvement.

(DuFour and Marzano, *Leaders of Learning*, 2011)



# Types of goals

(Smith & Smith, 2015)

- Performance goals – to achieve a *specific outcome*
- Learning goals – to improve the *knowledge and skills* needed to achieve a performance goal

Think of an example of each.





# Sound familiar?

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- Performance goals – SGOs
- Learning goals – PDPs

How can you create a synergistic effect?



# Redefine SGOs as *Shared* Growth Objectives

## SGO Guidelines

### My SGO:

1. Is aligned to standards in my content area and the CCSS.
2. Is based on relevant data.
3. Is “reasonably ambitious.”
4. Measures learning in PARCC-like ways.
5. Is *not* based on content or skills students have never been taught.
6. Reflects the shifts in the CCSS
7. Will be achieved by using effective instructional strategies.



# Let's try a "work" problem

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A principal has 100 certificated faculty members. Each faculty member needs to develop two 2 SGOs and 1 PDP.

Estimate the amount of time it will take to read, review, critique, return, re-collect, re-evaluate, (re-revise?), record, support, monitor and measure each SGO and PDP.

Now recalculate based on teams of 5, 10 or 100!



# Strategic Resourcing

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Align resources to meet pedagogical goals

- Time
- Money
- Material
- Human Resources

S

M

A

R

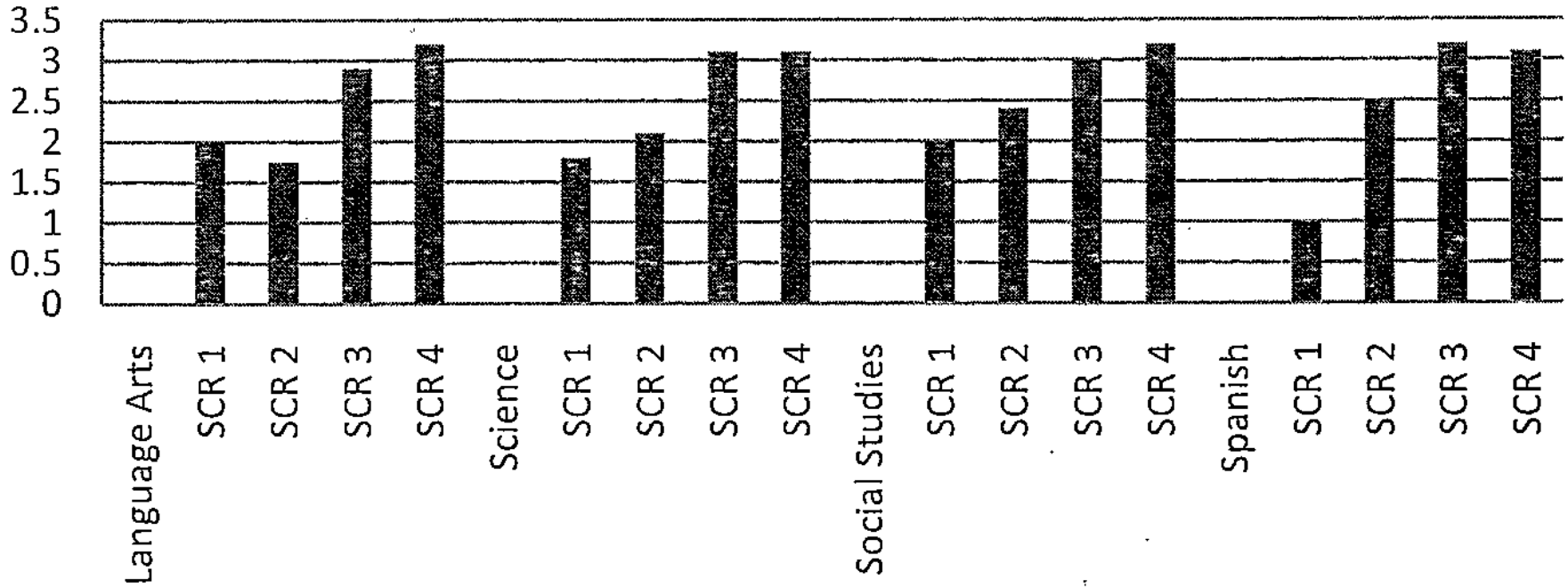
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# Best faculty meeting EVER!



# Short Constructed Response Results for 8th Grade Red Team





# Student improvements in SCRs

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- **Text citations:** Before, students completely eliminated citations or selected random quotations. Now, they are better at introducing, incorporating and explaining their selections and connecting them to the original text.
- **Connections:** Before, they made very basic connections. Now, they are thinking more deeply about the prompts and their connections.





# Student improvements in SCRs

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- **Word choice and sentence structure:** Before, students repeated themselves over and over in word choice and writing style. Now, students are constructing different styles of sentences and incorporating higher level vocabulary.
- **Introductions:** Before, students used very basic intros. Now, they are attempting different “hooking” elements instead of just restating the prompts.



## From Compliance to Commitment Through Co-labor-ation

“The key to generating widespread impact on student learning then, resides in **mobilizing the group** to work in specific, intense, sustained ways on **learning for all students.**”

(Fullan, 2014)



# Collaborative Culture

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What do your groups look and sound like?















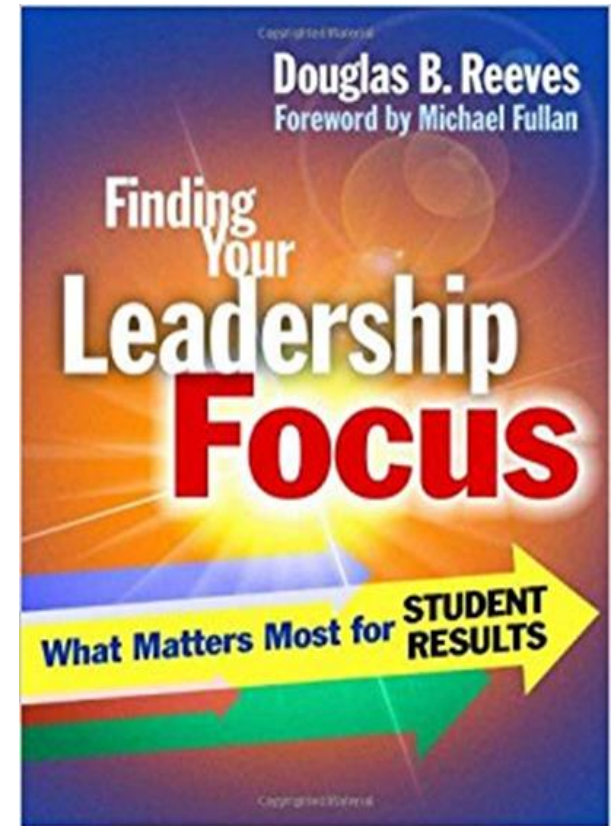
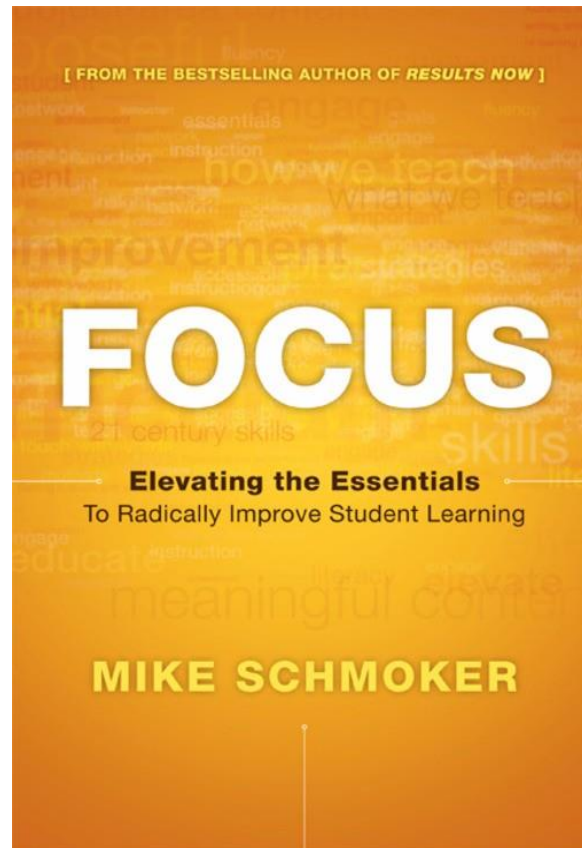
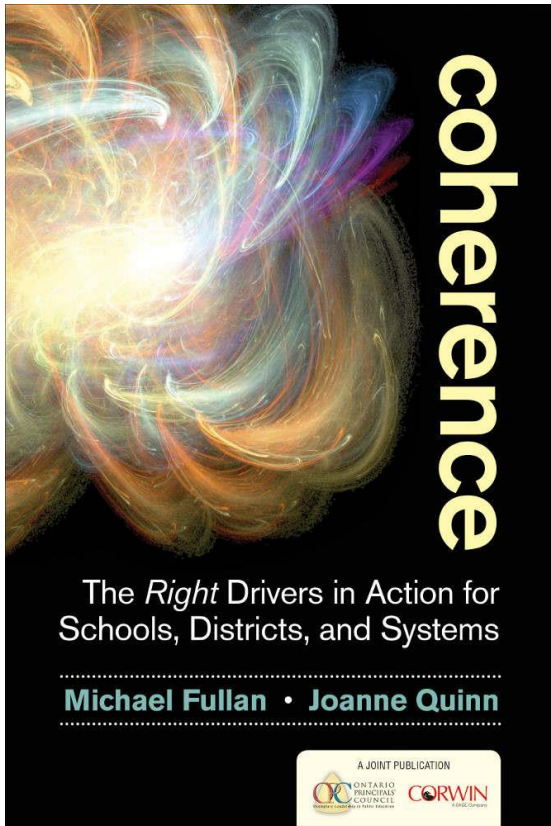


# The Dimensions of School Leadership that Make a Difference to Students

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- 1. Promoting & participating in teacher learning & development (.84)**
2. Establishing goals and expectations (.42)
2. Planning, coordinating and evaluating teaching and the curriculum (.42)
3. Resourcing strategically (.31)
4. Ensuring an orderly and supportive environment (.27)

# Build Individual & Organizational Capacity



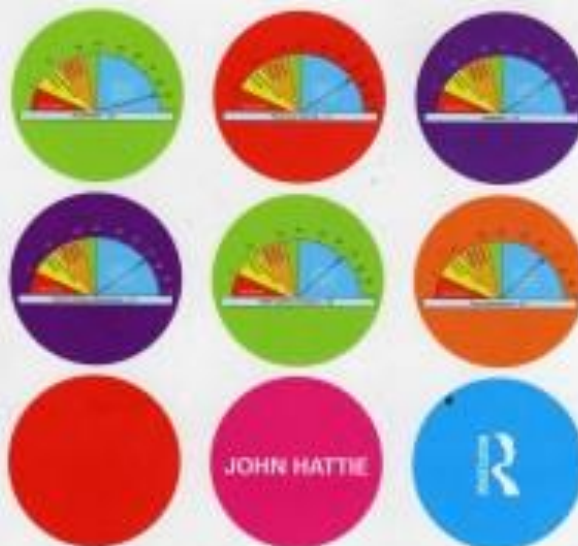
# Read something worth reading!

## LEADERS *of* LEARNING

{ How District, School,  
and Classroom Leaders  
Improve Student  
Achievement }

RICHARD DUFOUR  
ROBERT J. MARZANO

VISIBLE LEARNING  
A SYNTHESIS OF OVER  
800 META-ANALYSES  
RELATING TO ACHIEVEMENT



## IMPROBABLE SCHOLARS

THE REBIRTH OF A  
GREAT AMERICAN  
SCHOOL SYSTEM  
AND A STRATEGY FOR  
AMERICA'S SCHOOLS

DAVID L. KIRP



# Strategies for Success

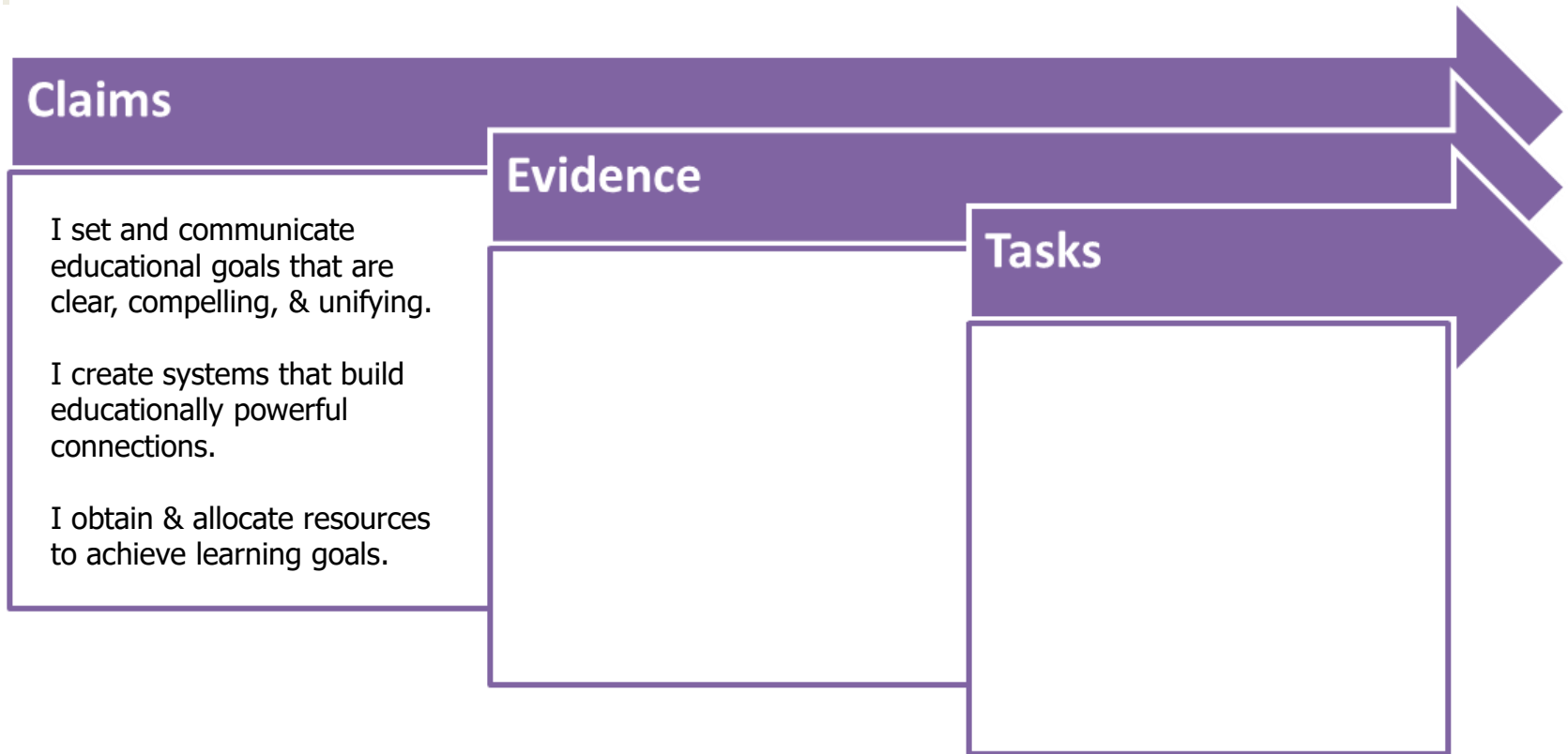
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Focus! Unify efforts around a common purpose.

- Use student outcome data to create common goals.
- Integrate and align all improvement plans.
- Require the collection of data and artifacts that provide evidence of coherent implementation.



# How will you create coherence?



# What are you wondering?





“ *You are a rock star! The keynote really resonated with the crowd – over 400 people!*

– Connie, MSU ”

[Read More Testimonials](#)



[Read Full Bio](#)

### Dr. Tracey Severns

#### An experienced presenter

Dr. Tracey Severns has dedicated her career to the service of students, teachers and administrators in New Jersey since 1992. She has served as a special education teacher, vice principal, principal, superintendent, adjunct professor, and Chief Academic Officer for the New Jersey Department of Education.

### Upcoming Seminars



**USING DATA TO MOVE IT & PROVE IT**  
January 23 & 30, 2018

Dr. Tracey Severns will be presenting at the South Brunswick School District on January 23 and 30, 2018. This is a two-day event and will be held at the South Brunswick School District. The event is open to all educators and administrators in the district. The event will focus on using data to improve teaching and learning. The event will be held at the South Brunswick School District. The event is open to all educators and administrators in the district. The event will focus on using data to improve teaching and learning.



Use Data to Improve Teaching Learning Leadership Results

#### South Brunswick: Using Data to Move It & Prove It

January 23 & 30, 2018  
Only 50 seats available, register today!

[Download Registration Form](#)

[Seminar Resources](#)

## A Look Ahead

[Full Calendar](#)

### Data Leadership

Jan 3, 2018

School leaders from 13 districts in PA will convene at the Bucks...

### Using Data to Move It & Prove It

Jan 23 & 30, 2018

Learn how to lead an inquiry-based approach to data analysis that will...

### Data as a Barometer of Social Justice

April 21, 2017

During this keynote and conversation, we will take a hard look at...

## A Look Back

[See All](#)

### Using Feedback in High School to Improve Effort, Independence & Outcomes

Nov 20, 2017

Students who are provided with feedback that addresses task, process and self-regulation...







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