

Innovation & Standards, Etc.

*SAA Evidence-Based Policy Agenda
CESA 9 Board of Control-April 1, 2015
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Innovation

- Personalizing Teaching and Learning
- School Calendars that Support Teaching and Learning
- Charter Schools

Personalizing Teaching and Learning

The Evidence Base:

- Continuous quality improvement works
 - identifying promising practices
 - testing those approaches rigorously
 - disseminating results
- R&D budget expenditures
 - Pharmaceuticals 23%
 - Education 0.2%
- All learning is personal-Bloom, Dweck, Hattie, and Pink

Personalizing Teaching and Learning

Policy Recommendations:

- Focus on teaching and learning so that the student is in the center
- Shift roles of practitioners
- Work to integrate core components
 - learner profiles
 - customized learning paths
 - proficiency-based progress

Personalizing Teaching and Learning

CESA 9 Support:

- Personalized Learning Action Network (PLAN)
 - Boot Camps
 - Professional Learning Seminars
 - Site Visits
 - Book Studies
 - Networking

School Calendars that Support Teaching and Learning

The Evidence Base:

- American public schools-180 day average
- International public schools-200-220 day average
- Summer learning loss
- Extended vs. repackaging the calendar
- Only 12 districts in country have moved to year round (extended)-promising results
- Research challenge-isolating impact of variables

School Calendars that Support Teaching and Learning

Policy Recommendations:

- Allow flexibility
- Learning as the driver vs. tourism, tradition, etc.
- Invest in extended learning time for students
- Prioritize each and every minute of instructional time
 - Personalize
 - High expectations-high support
 - What matters most

School Calendars that Support Teaching and Learning

CESA 9 Support:

- PAC
 - Legislative advocacy-September 1 start date flexibility
 - Sharing innovative practices and ideas

Charter Schools

The Evidence Base:

- 1990s; promote innovation, provide exemptions from provisions of statutes (ch. 115-121)
- Some promising results, but no “clear cut, across-the-board” gains
- Lots of variance in results
- On average, charters did not have a statistically significant impact on student achievement, but student and parent satisfaction with school was higher

Charter Schools

Policy Recommendations:

- Creation of PK-12 Education Innovation Strategy-DPI oversight with input from panel of stakeholders. Provide 5-year grants for pilots of promising innovations
- Develop robust system for evaluation of innovative practices funded by grants/charter dollars
- Provide for intentional dissemination of what works to improve learning for replication and scale up

Charter Schools

CESA 9 Support:

- Potential partnership with WCER
(Wisconsin Center for Educational Research)
at UW-Madison
 - Personalized learning impact
 - Workshops
 - Networking

Standards, Assessment & Accountability

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Academic Standards

Background:

- 20 years, 25 content areas
- DPI adopts model standards; districts have local control to adopt or adapt, modify or create new standards to meet local needs
- Provide roadmap for districts-what to expect on state-mandated assessments

Academic Standards

Policy Recommendations:

- Transparency, thoughtful, timely state process for standards adoption and revision while maintaining local control
- Move forward with revisions to social studies and science standards (last revision 1998)

Assessment

Background:

- Feedback to learner, diagnostic info for educator, actionable info for parents, schools, post-secondary (college/career)
- Track achievement gaps
- Assessment should support larger school mission-learning
- Balanced, evidence-based, aligned to purposes of teaching/learning
- Increasingly part of state/federal policy initiatives (4K-11)

Assessment

Policy Recommendations:

- Include a balance of formative, interim, and summative
- Provide valid, timely, and reliable information
- Be relevant to students/teachers
- Be universally designed-diversity in our schools
- Not excessively detract from instructional time
- Include robust professional development for educators--
developing high quality CLASSROOM assessment and
proper interpretation of large-scale
- Be thoughtful/careful about “high stakes” nature

Accountability

Background:

- Wide variance on approaches (complete lack of standardized assessments in Finland to focus on high-stakes in Massachusetts)
- Common thread is the need for effective intervention and support to address areas of need/growth at both school level and individual student level
- Support vs. blame and punish

Accountability

Policy Recommendations:

- Review what we have now for assessments
- Establish State Academic Standards Review Council--adopt/adapt standards, assessments and appropriate uses of assessment data--various stakeholder groups
- Review and provide input on the menu of supports available to meet identified needs

Academic Standards, Assessment, & Accountability

CESA #9 Support:

- **School Improvement Services**
 - Implementation of Wisconsin's academic standards
 - Assessment (state-mandated and local, classroom)
 - Data Retreats-WISEdash
 - Connecting the dots--inquiry process leading to continuous school improvement planning
 - Building capacity