

EDUCATIONAL IMPROVEMENT: PULLING THE RIGHT “LEVERS” TO INCREASE SUCCESS

ADAPTED FROM:

*FIVE LEVERS TO IMPROVE LEARNING: HOW TO PRIORITIZE
FOR POWERFUL RESULTS IN YOUR SCHOOL*

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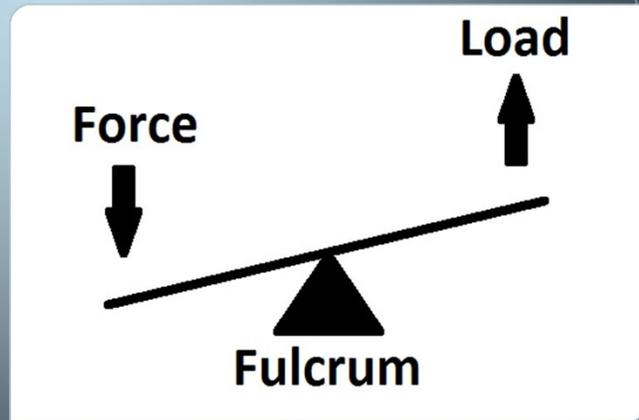
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What is a Lever?

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- A means or device used to accomplish something that otherwise might not have been possible
- Dramatically increases the amount of weight that can be lifted given a limited amount of force applied to the other end



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*Give me a lever long enough
and a fulcrum on which to
place it, and I shall move the
world.*

Archimedes

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ORGANIZATIONAL TERMS

LEVERS ARE KEY AREAS WHERE WE CAN EXERT INFLUENCE IN ORDER TO OBTAIN A DESIRED GOAL

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Research indicates the most common hindrance to student success is misplaced energy:

- In priorities
- In approach
- In expectations

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LEVERAGE ERROR

When intent, effort and results are misaligned

Example – “Painting the school will improve student achievement”

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DESIRED OUTCOMES OF LEVERAGE AND CHANGE

Status Quo Management

- Maintain existing expectations, roles, purpose

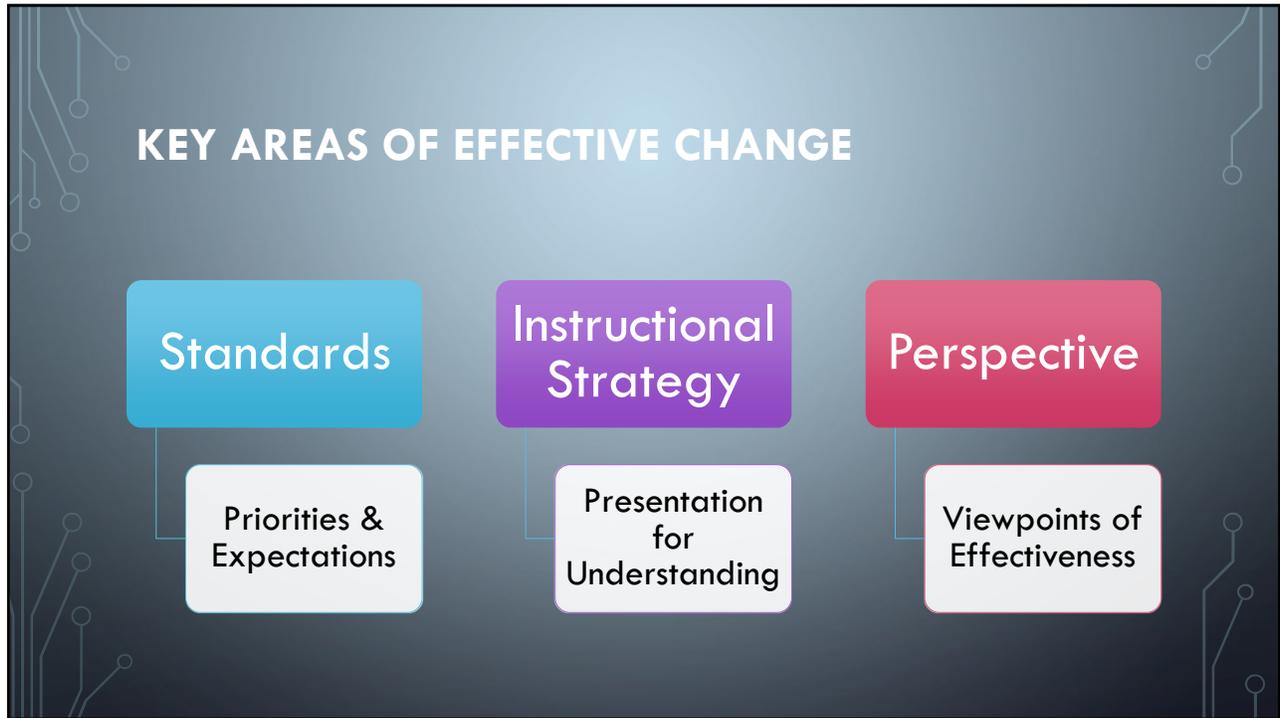
Transactional Change

- Exchange of skills & services valued by one group for rewards of another

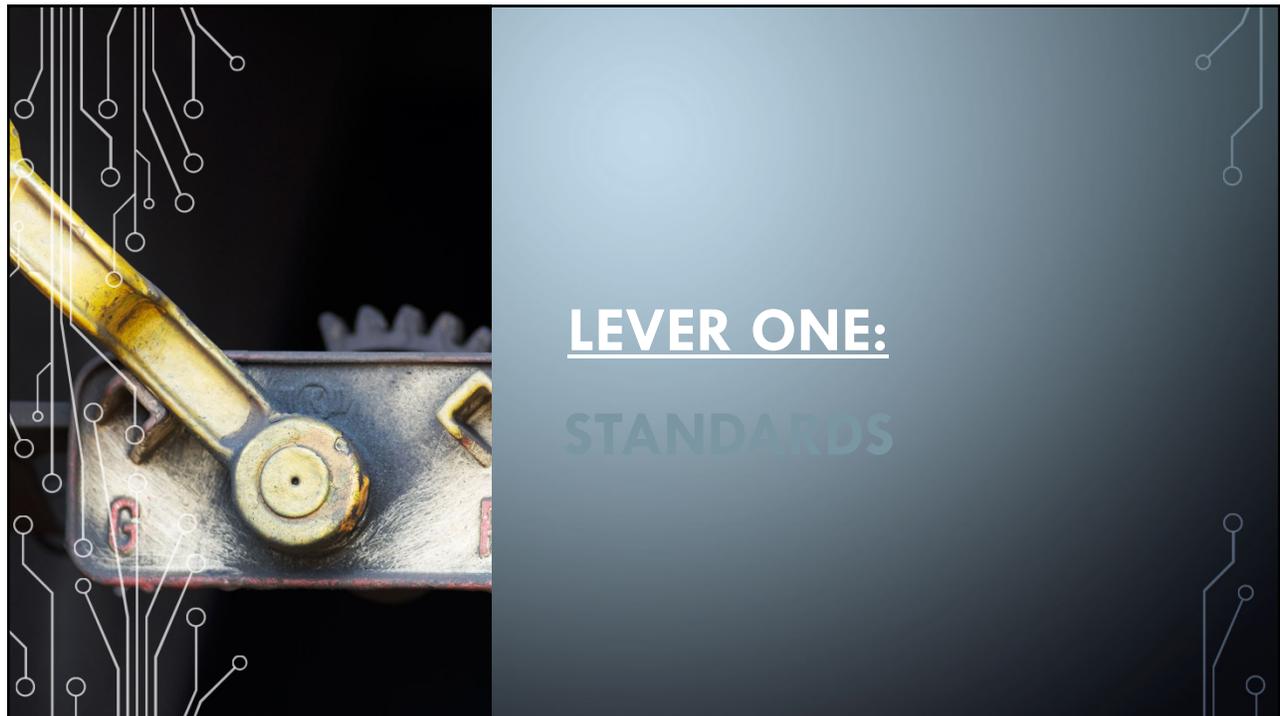
Transformational Change

- Interaction between leaders and followers to increase capacity to meet the needs of others

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DEFINITION

**Standards are the
expectations for student
learning**

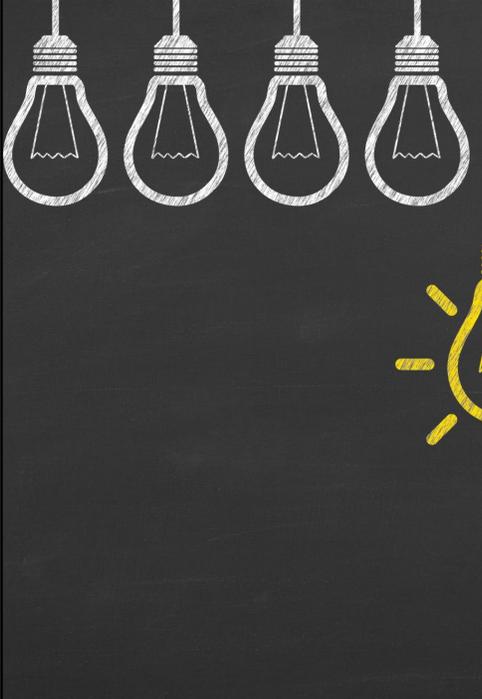
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MISCONCEPTION

**More of everything is a
way to raise standards for
learning**

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OPPORTUNITY

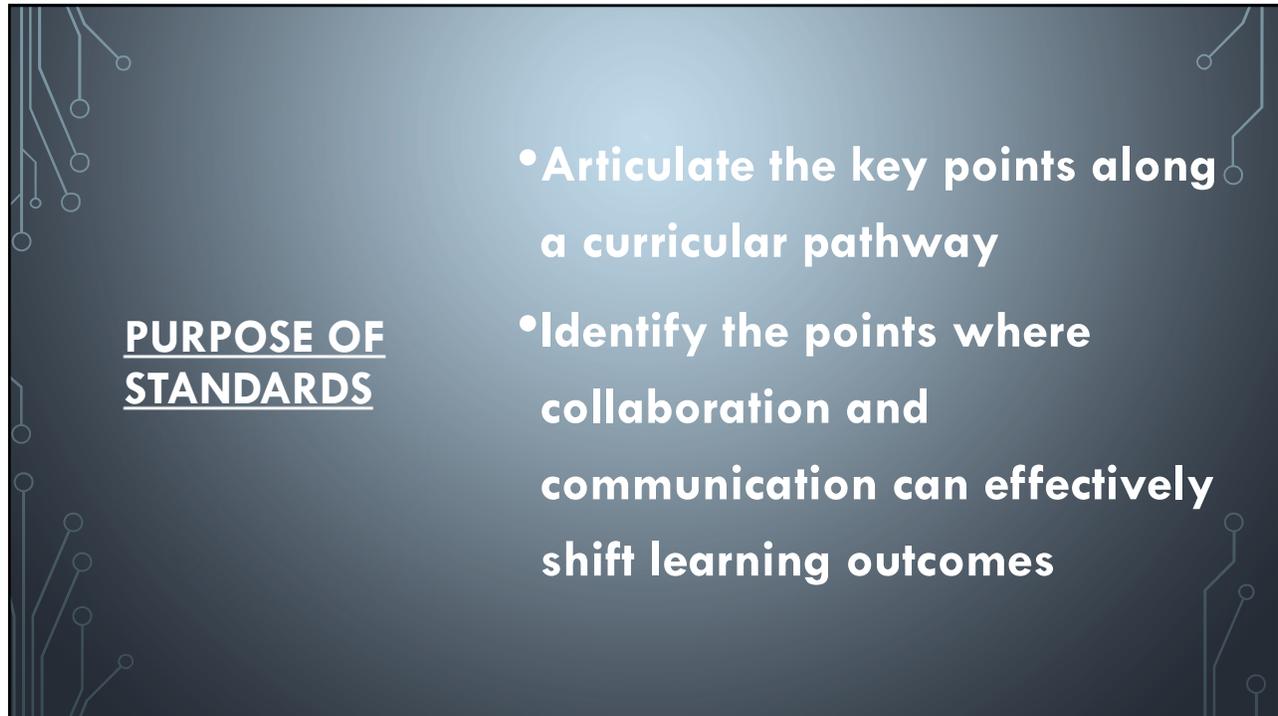
Use standards strategically to clarify teaching and learning goals in a manner that results in new ways of nurturing and assessing learning

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WHAT IS A STANDARD?

- **Originally referred to large flags or markers along a path or route**
- **Also used to define a specific location or rallying point for armies in battle**
- **Sometime used a unit of measure**

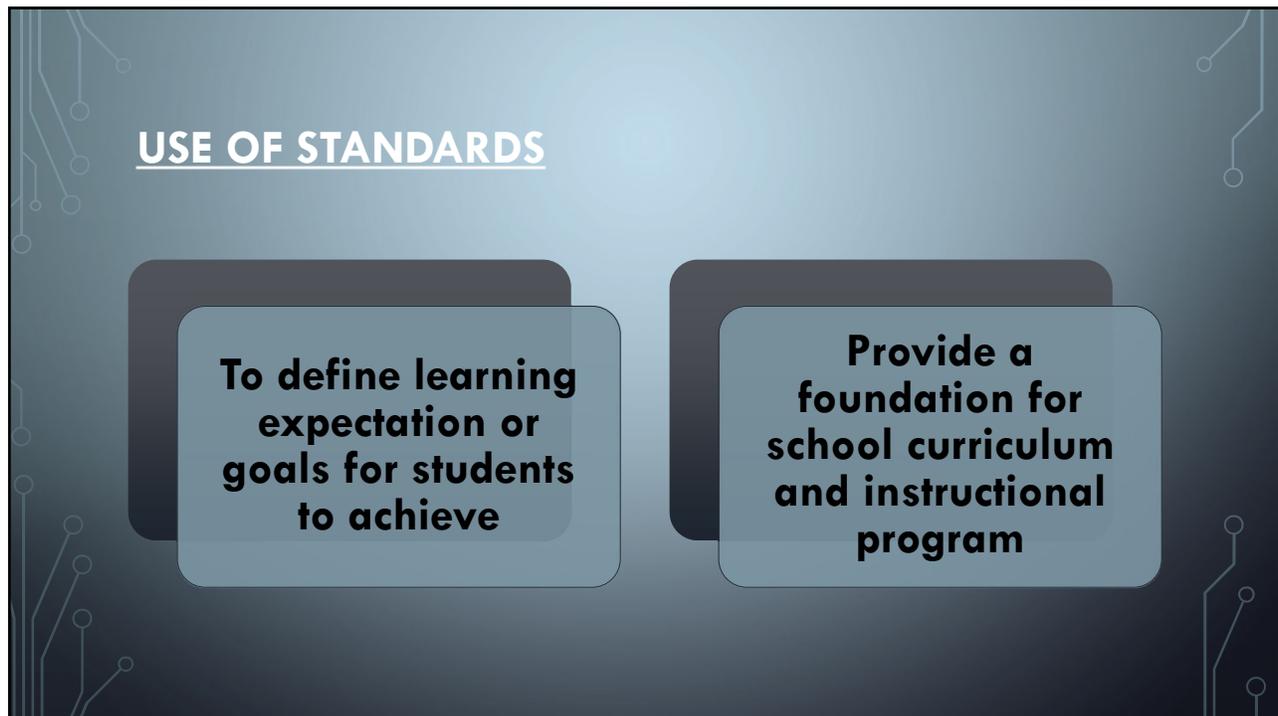
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PURPOSE OF STANDARDS

- Articulate the key points along a curricular pathway
- Identify the points where collaboration and communication can effectively shift learning outcomes

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USE OF STANDARDS

To define learning expectation or goals for students to achieve

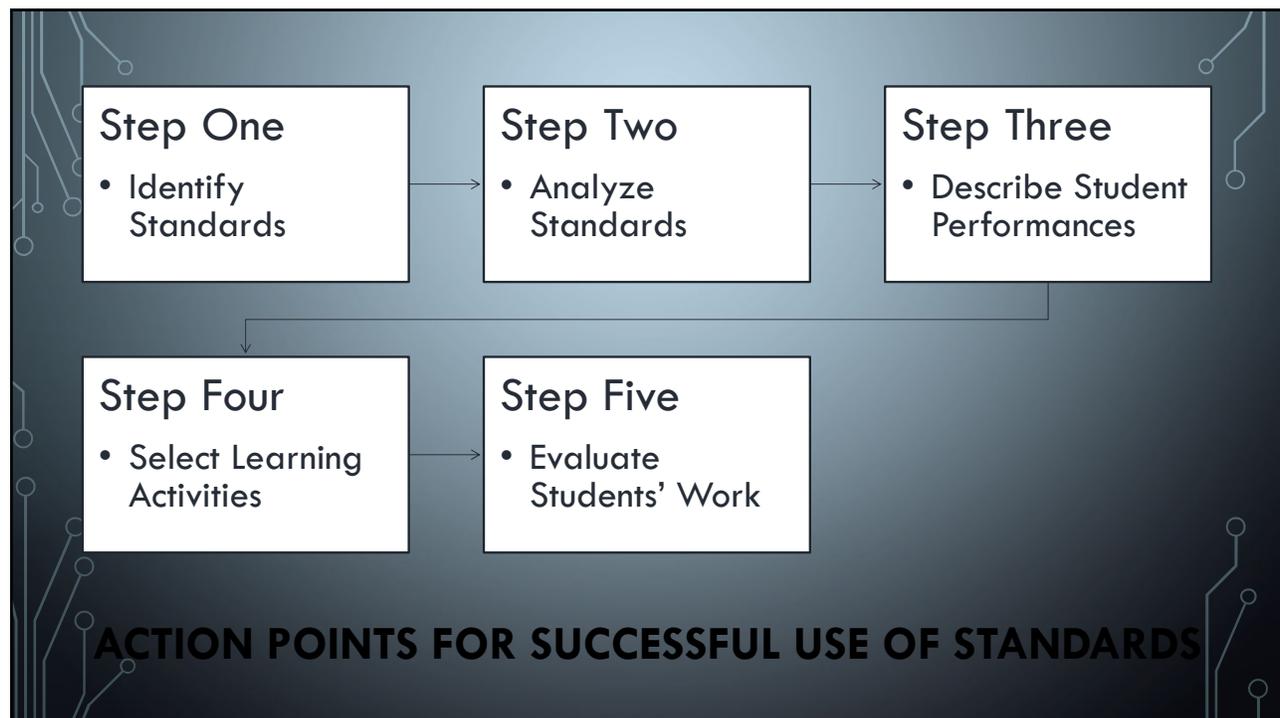
Provide a foundation for school curriculum and instructional program

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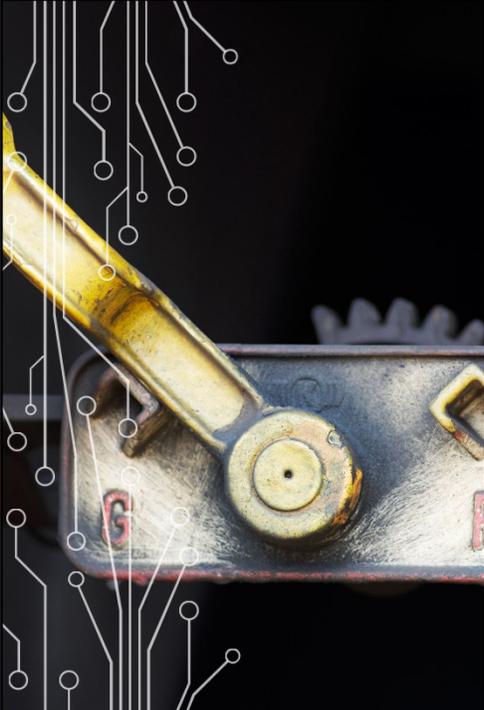
- **How standards are used**
 - **Transactional: maintain the status quo of student experience and achievement**
 - **Transformational: Complete change of the roles of teachers and students**

CHALLENGES OF LEVERAGING STANDARDS

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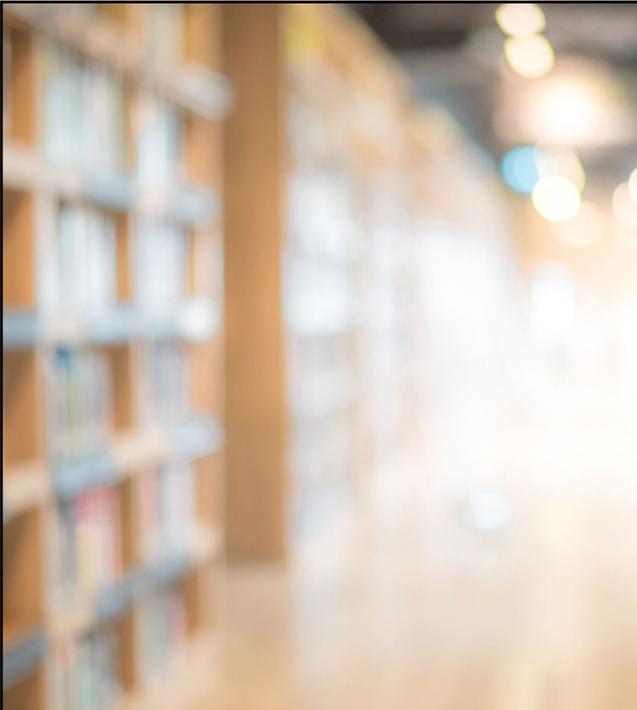


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LEVER TWO:
INSTRUCTIONAL STRATEGIES

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DEFINITION

Instructional Strategies are the practices teachers use to help students deepen their understanding of content and improve their ability to use important skills

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MISCONCEPTION

Changing the structure,
standard or sample results in
the deployment of more
effective instructional
strategies

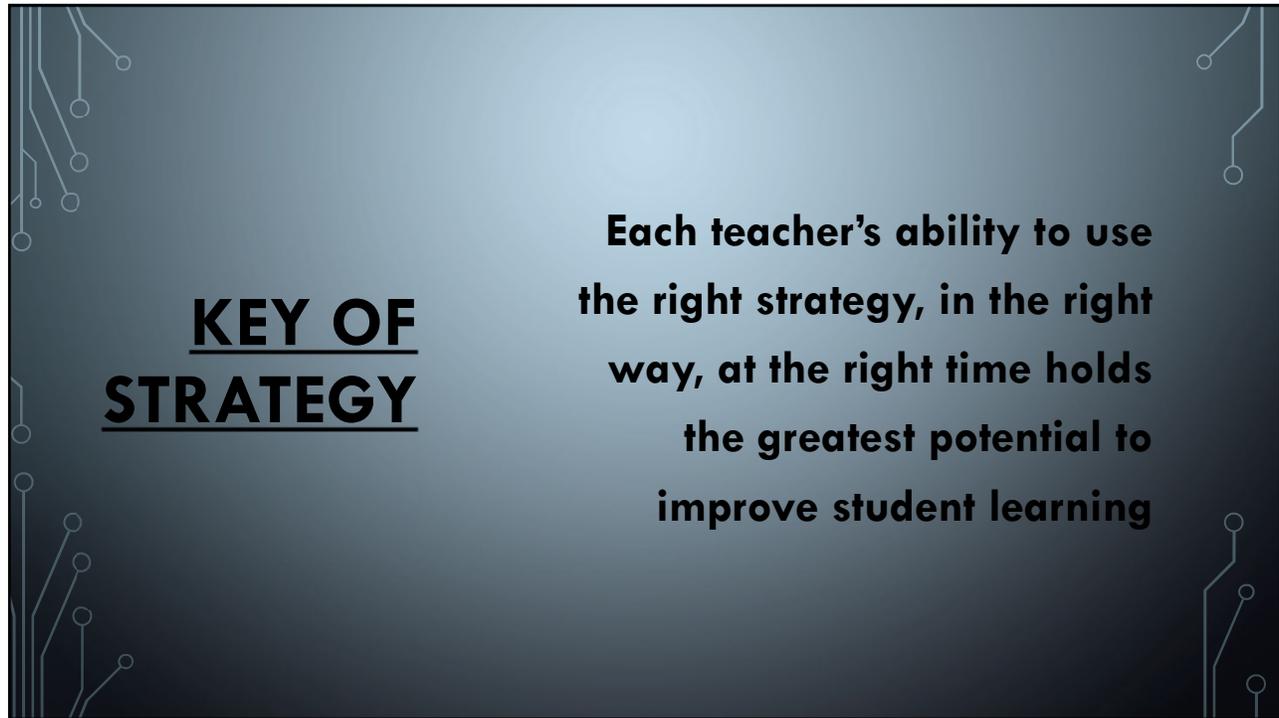
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OPPORTUNITY

Effective instructional
strategies can be
employed anywhere, at
any time

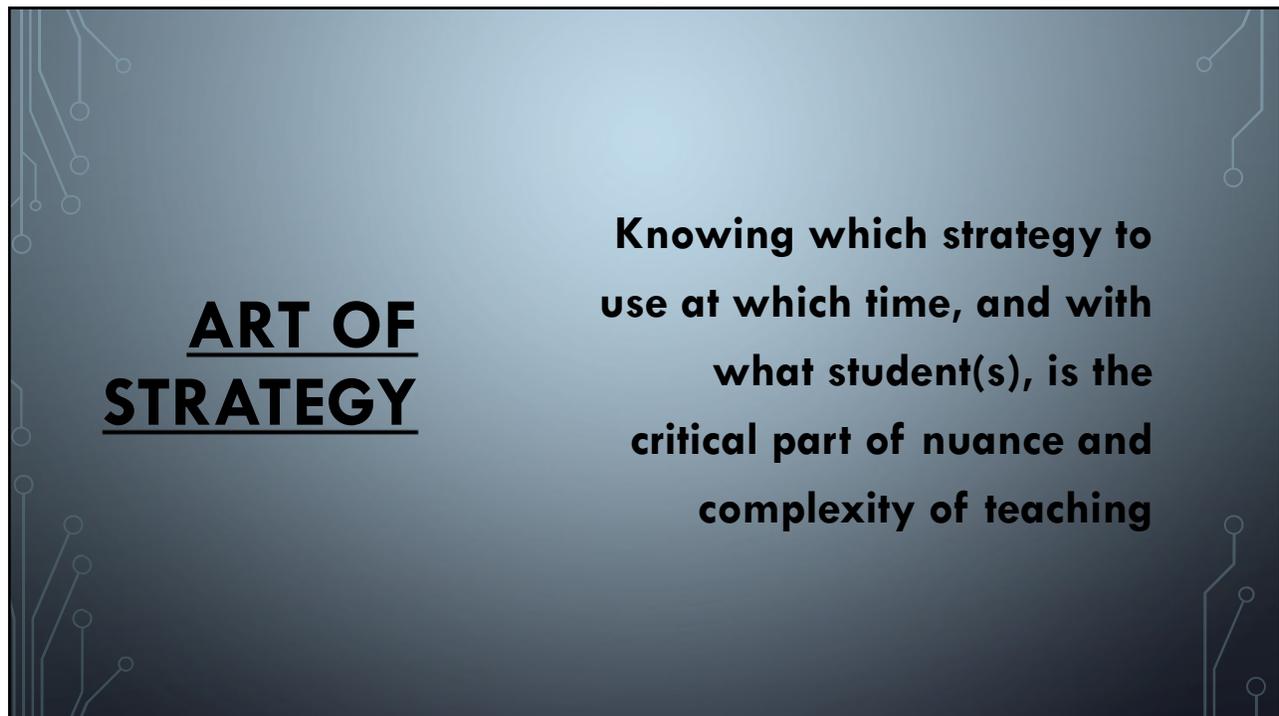
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The slide features a dark blue gradient background with white circuit-like patterns in the corners. The title 'KEY OF STRATEGY' is on the left, and the main text is on the right.

KEY OF STRATEGY

Each teacher's ability to use the right strategy, in the right way, at the right time holds the greatest potential to improve student learning

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The slide features a dark blue gradient background with white circuit-like patterns in the corners. The title 'ART OF STRATEGY' is on the left, and the main text is on the right.

ART OF STRATEGY

Knowing which strategy to use at which time, and with what student(s), is the critical part of nuance and complexity of teaching

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EFFECTIVE TEACHING PRACTICES HAVE A PROFOUND IMPACT ON STUDENT LEARNING:

- Effective Formative Assessment
- “Chunking” Content
- Authentic Reading and Writing
- Tending to Emotional Needs of Students

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WHAT LEARNING IS NOT!

Learning is not a passive process

Learning is not simply the accumulation of additional knowledge

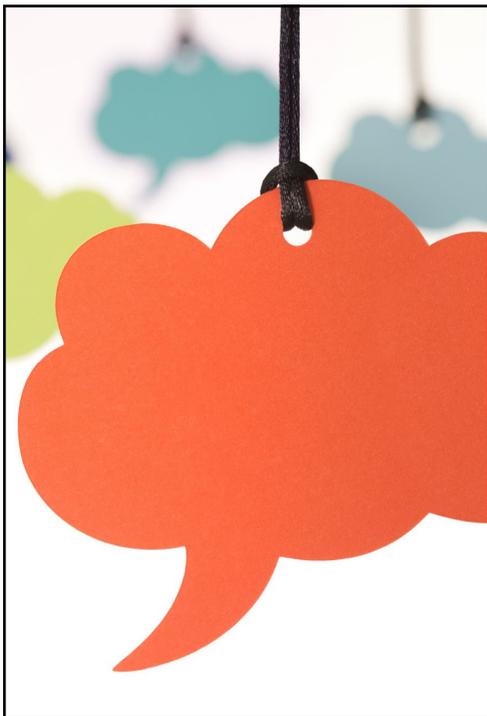
Learning is not coverage of content and the assignment of grades

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LEVER THREE:
**STUDENT SELF-
PERCEPTION**

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DEFINITION

Self Perception includes the set of beliefs that teachers and students have about their capacity to be effective

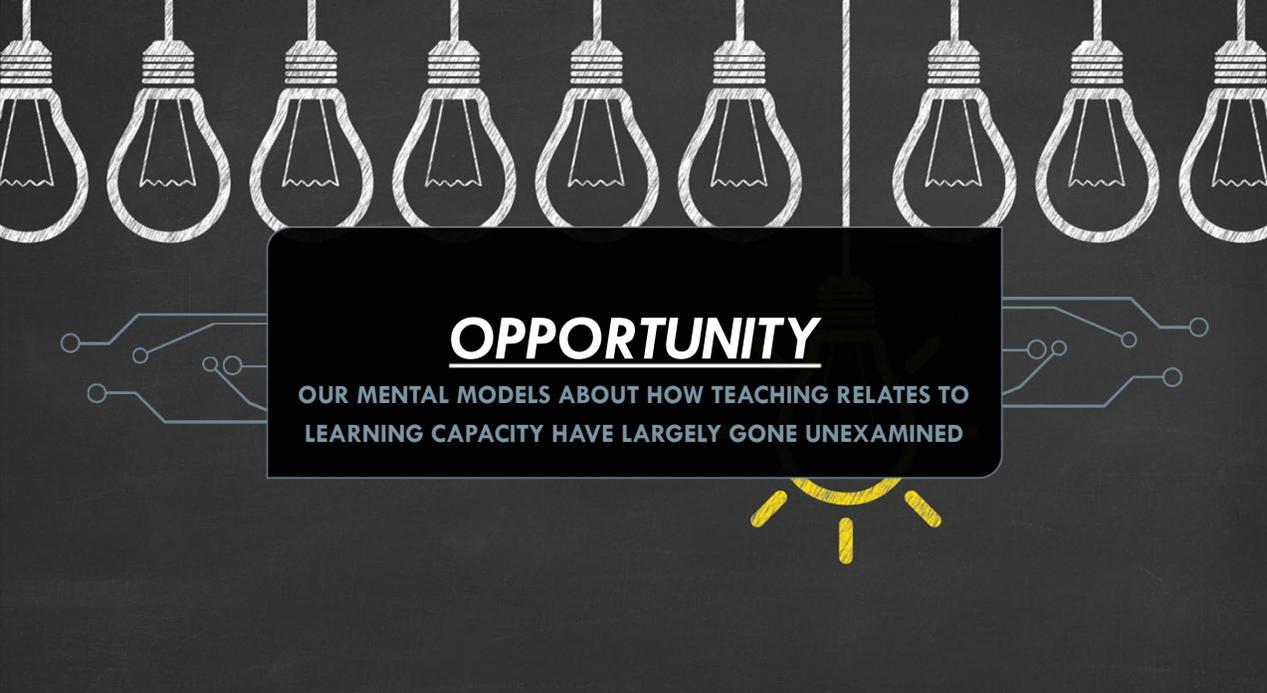
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MISCONCEPTION

Educators' and students' underlying beliefs about the nature and nurture of intelligence are aligned to the statement that all students can learn

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OPPORTUNITY

OUR MENTAL MODELS ABOUT HOW TEACHING RELATES TO LEARNING CAPACITY HAVE LARGELY GONE UNEXAMINED

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FIVE KEYS TO SELF PERCEPTION

Motivation

Engagement

Self-Efficacy

**Ownership of
learning**

Independence

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KEY ONE: MOTIVATION

• *Types*

- Intrinsic – “Because I want to be successful”
- Extrinsic – “Because I will get something for being successful”

• *Classroom Conditions:*

1. Tasks that are relevant and meaningful
2. Rewards are used sparingly
3. Autonomy and Learner Choice

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Psychological investment in learning and taking pride in learning and understanding their own benefit, not just grades

**KEY TWO:
ENGAGEMENT**

- Outcomes
 1. Better attendance
 2. Fewer classroom management issues
 3. More likely to complete given assignments

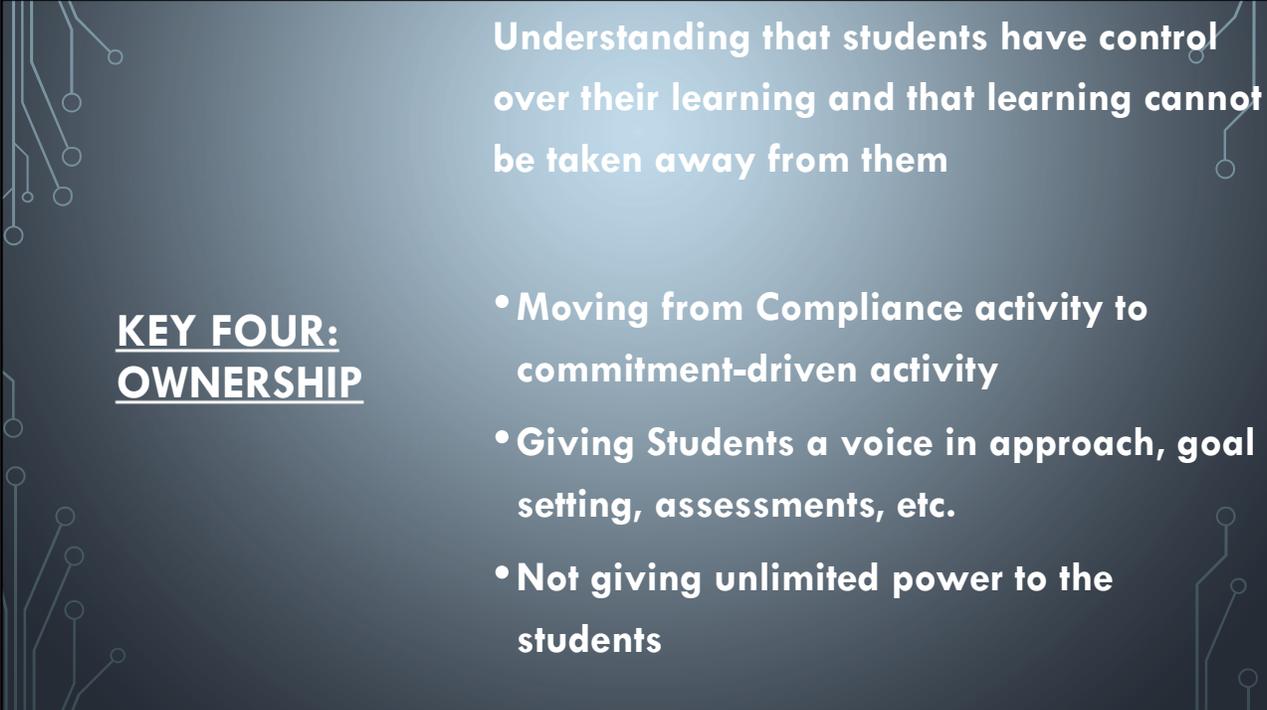
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Set of beliefs about learners' capacity to marshal and maintain efforts necessary to achieve a selected goal

**KEY THREE:
SELF-EFFICACY**

- Types
 - Low Level
 - Refusing to try because of belief they are incapable of success
 - Struggle/obstacles win
 - High Level
 - Search for resources to leverage success
 - Overcome struggle/obstacles

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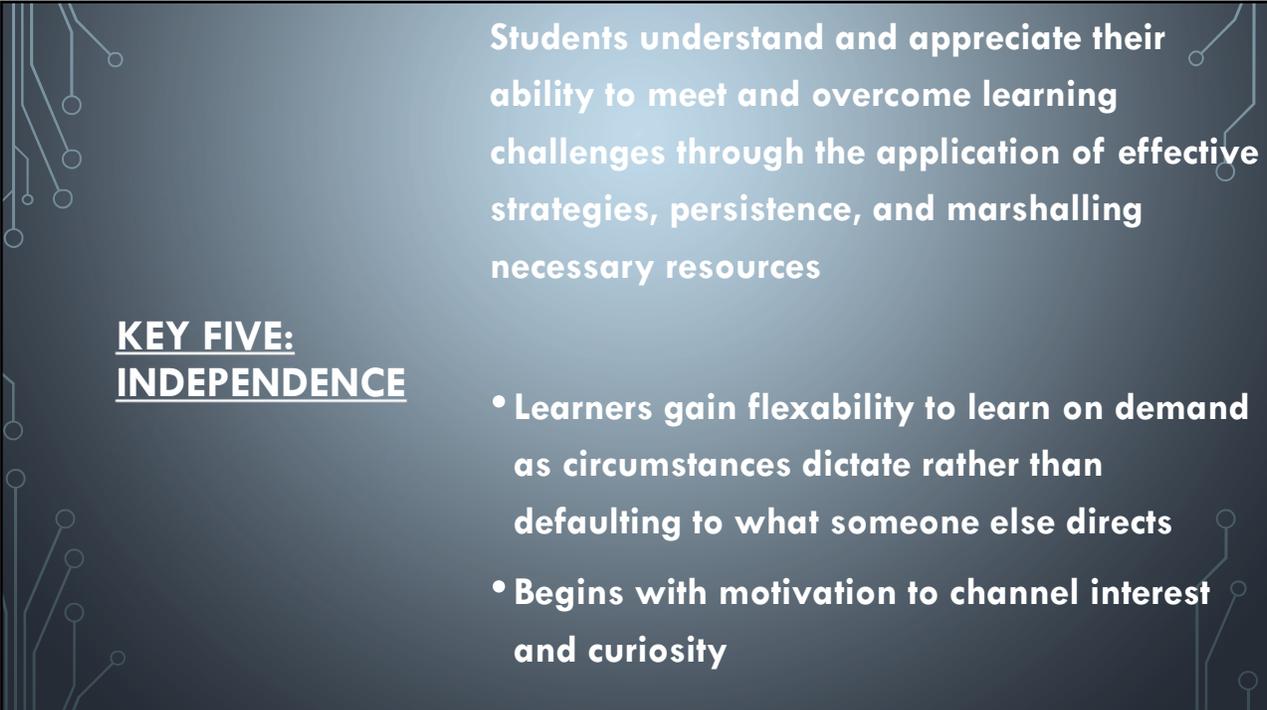


KEY FOUR:
OWNERSHIP

Understanding that students have control over their learning and that learning cannot be taken away from them

- Moving from Compliance activity to commitment-driven activity
- Giving Students a voice in approach, goal setting, assessments, etc.
- Not giving unlimited power to the students

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Students understand and appreciate their ability to meet and overcome learning challenges through the application of effective strategies, persistence, and marshalling necessary resources

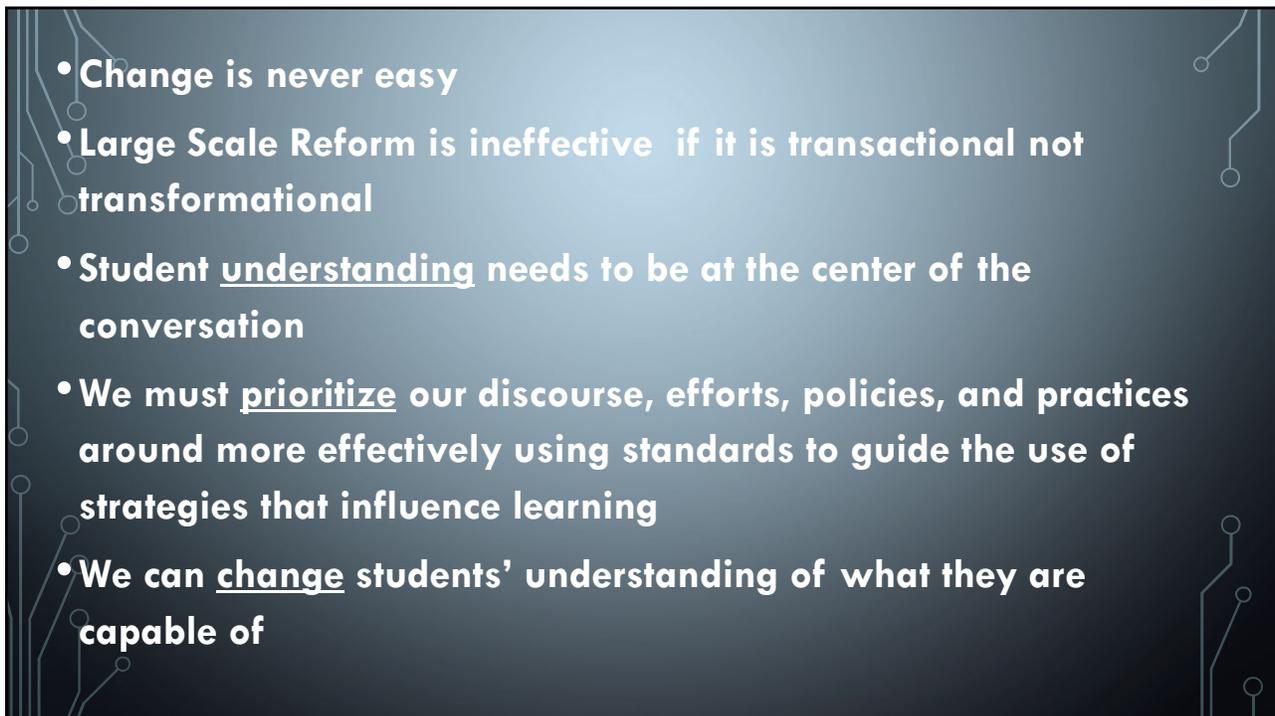
KEY FIVE:
INDEPENDENCE

- Learners gain flexibility to learn on demand as circumstances dictate rather than defaulting to what someone else directs
- Begins with motivation to channel interest and curiosity

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