Powerful Teaching and Learning: Hawaii Classroom Observation Study (2008 – 2010)

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THE BERC GROUP

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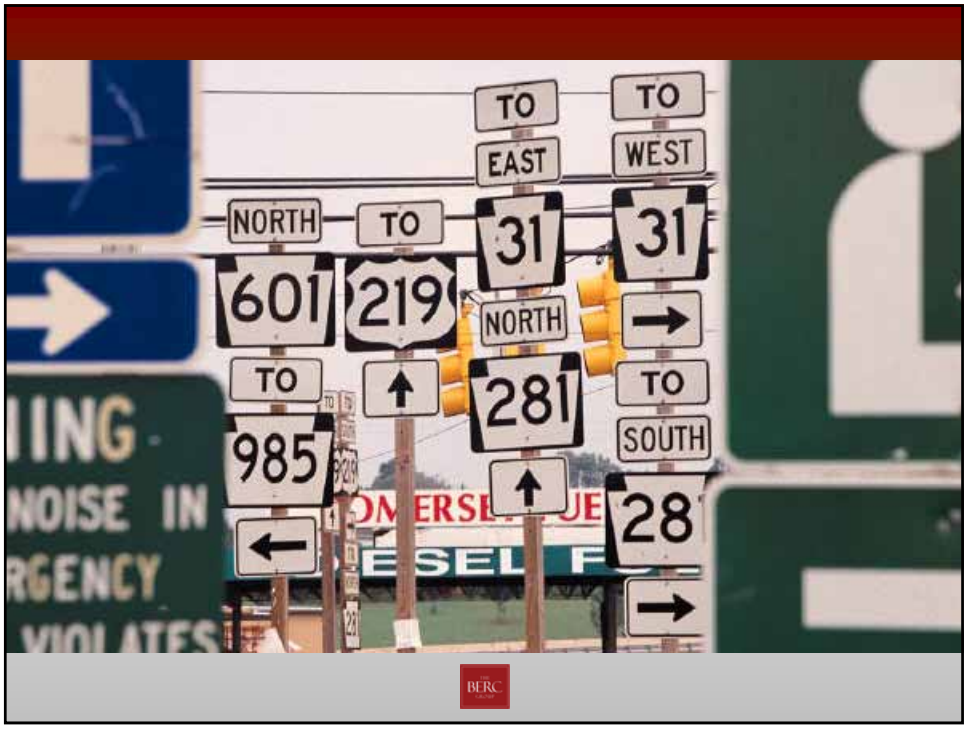
Agenda

- Brief history – Why we are where we are?
- Powerful Teaching and Learning
- STAR Framework for *Powerful Teaching and Learning™*
- Research Findings

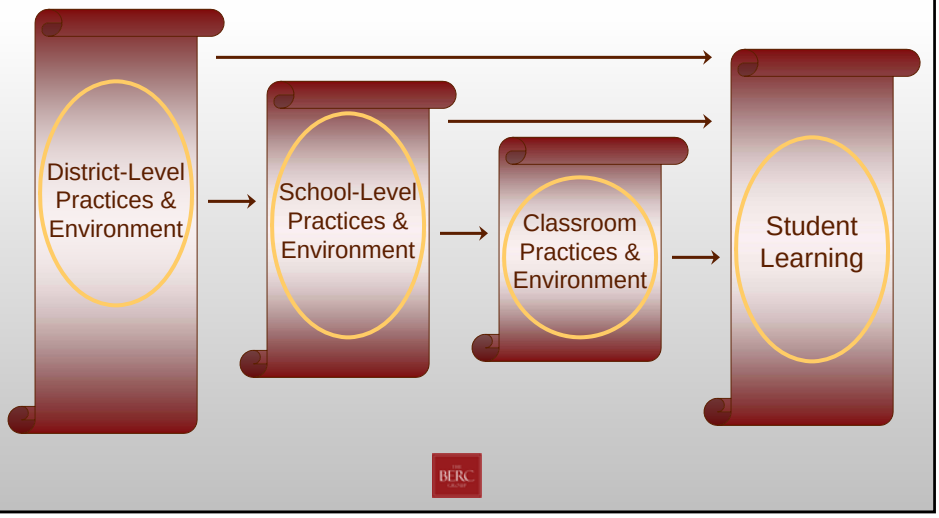


Getting to Common Practice

- Students do not benefit from educational best practices that they do not experience.

- Dean Fixsen

Theory of Change



The History of the Reform Movement

- 1983 – 1988 "First Wave"
  - Top down, cosmetic change, first order change
- 1988 – 1993 "Second Wave"
  - Grass roots, performance based, second order change
- Since the Early 1990's

Perennialism	→	Essentialism
Behaviorism	→	Cognitivism
Teacher-centered		Student-centered

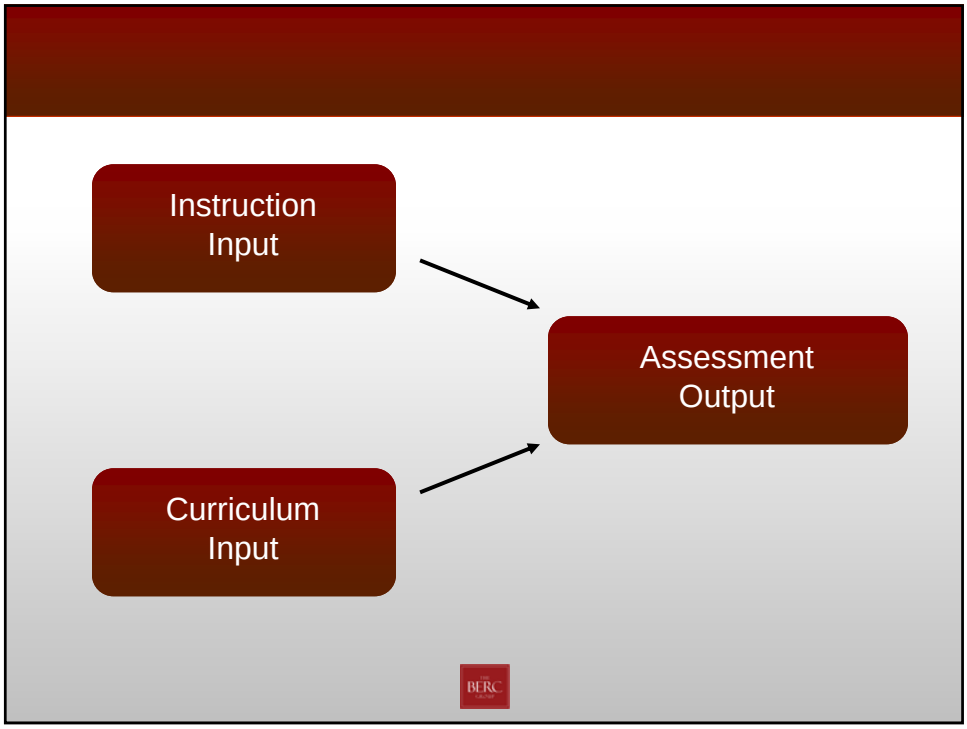
Instructional Changes Resulting from State Education Reform Acts 1988 - 1993

Pre-reform		Post-reform
Teacher-centered	→	Student-centered
Norm referenced	→	Criterion referenced
Bell curve	→	J curve
Teacher information	→	Student performance
Student compliance	→	Active inquiry
Adopted curriculum	→	Adapted curriculum

Education Reform Alignment

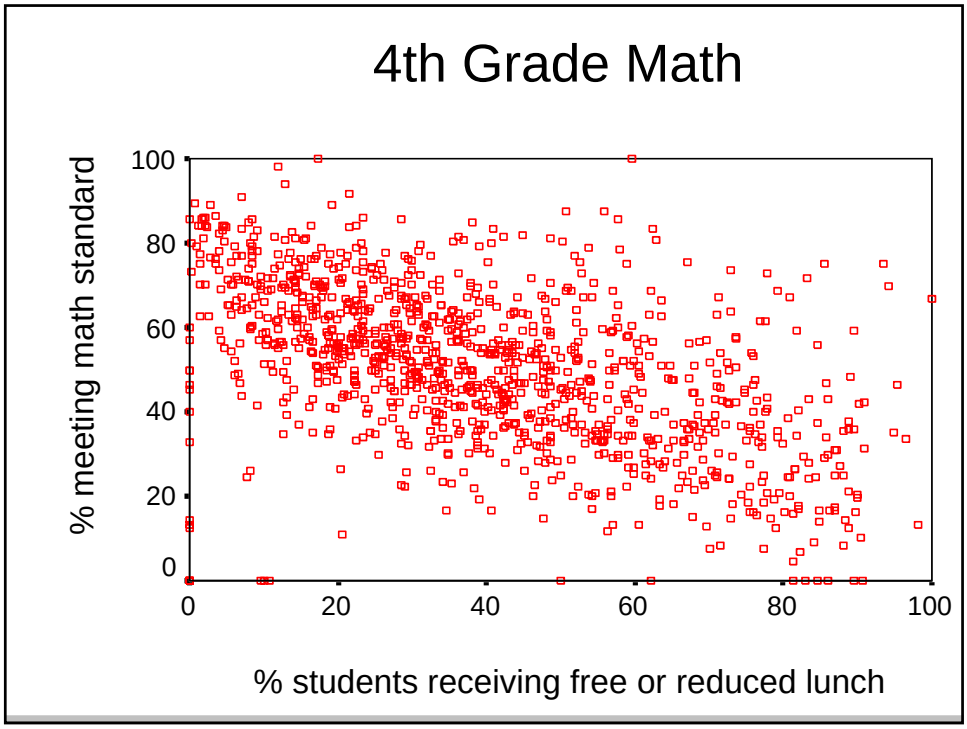
- Clear efforts around what to teach
  - Curriculum Alignment
- Clear efforts around what to test
  - Assessment Alignment
- Few efforts around how to teach
  - Instructional Alignment

Powerful Teaching and Learning



Powerful Teaching and Learning

- From research
- To survey
- To observation
- To Framework



Development of the STAR Protocol

- Started with teacher surveys measuring how people learn and drawing from our original study back in 1987 related to first and second order change
- Survey findings yielded a single factor: *Constructivist Teaching Factor*
- Developed TAOP centering on 15 items produces from exploratory factor analysis and finalized through confirmatory factor analysis (plus 12 other items added in for various reasons)
- Overall score correlated with student achievement (WASL)

Powerful Teaching and Learning

- PTL was highly correlated with standardized test scores. That is, test score were higher regardless of poverty
- Students of poverty benefited most from PTL
- Students of poverty received PTL less often than their more affluent counter parts

Abbott & Fouts, WSRC 2003
www.spu.edu/wsrc (technical reports)

Development of the STAR Protocol

- BERC was using TAOP. After several hundred observations, met to discuss main influences of overall scoring (1, 2, 3, 4)
- Settled back to the original 15 times:
  - 3 – skills
  - 3 – knowledge
  - 3 – thinking
  - 3 – application
  - 3 – relationships
- Realized these matched the four State Goals from 1993

Development of the STAR Protocol

- Reorganized into Skills and/or Knowledge, Thinking, Application, Relationships (Newmann and Wehlage)
- Validity studies:
  - Construct
  - Content
  - Concurrent
  - Face
- Have now conducted more than 15,000 classroom observations in Washington State

STAR Classroom Observation Protocol

For specific bullets and/or formatting we considered:

- TAOP
- TOP
- SIOP
- RTOP
- MTOP

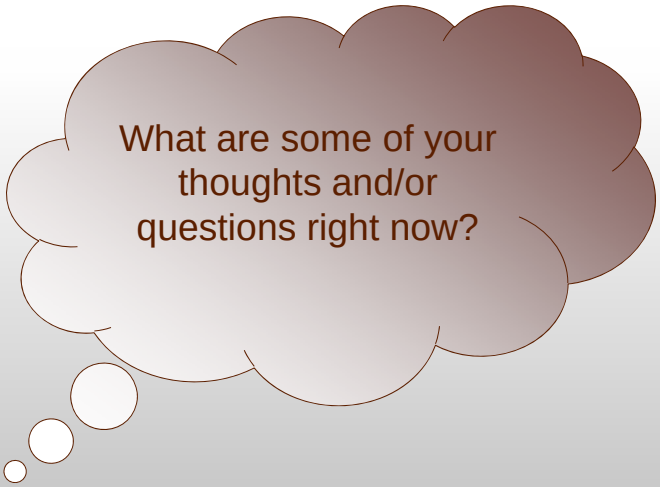
STAR Framework

- STAR Framework for Powerful Teaching and Learning
- STAR Classroom Observation Protocol
- STAR Professional Development Process

The STAR Instructional Framework

- 5 Essential Components
  - **S**kills/knowledge
  - **T**hinking
  - **A**pplication
  - **R**elationships
- 15 Indicators
- Multiple (95) Strategies

Pause & Reflect



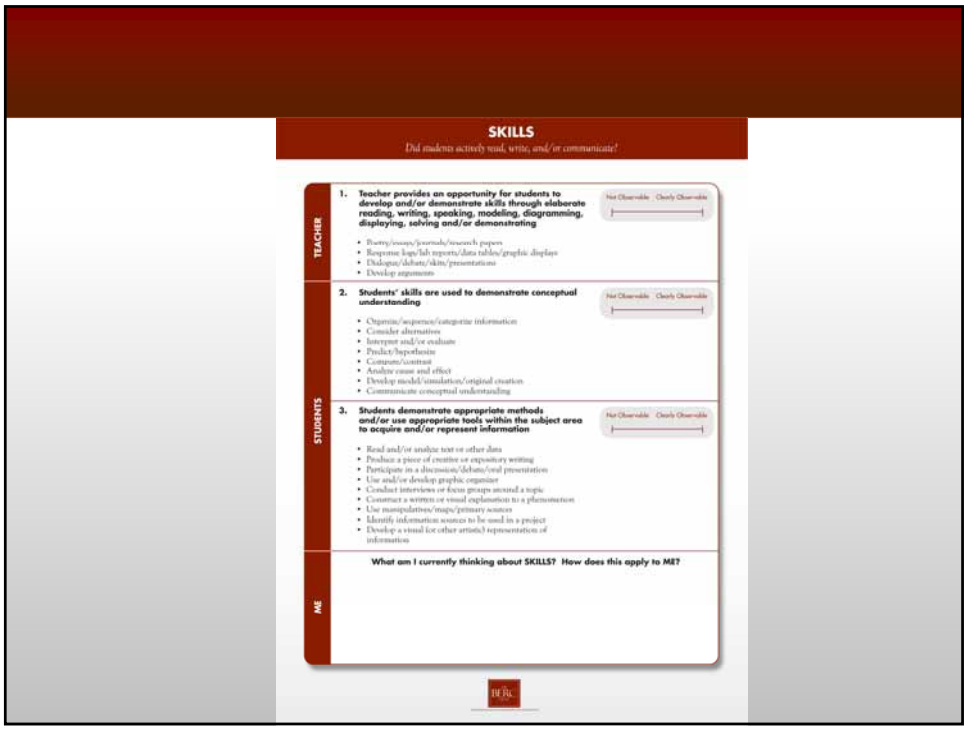
STAR – Essential Components

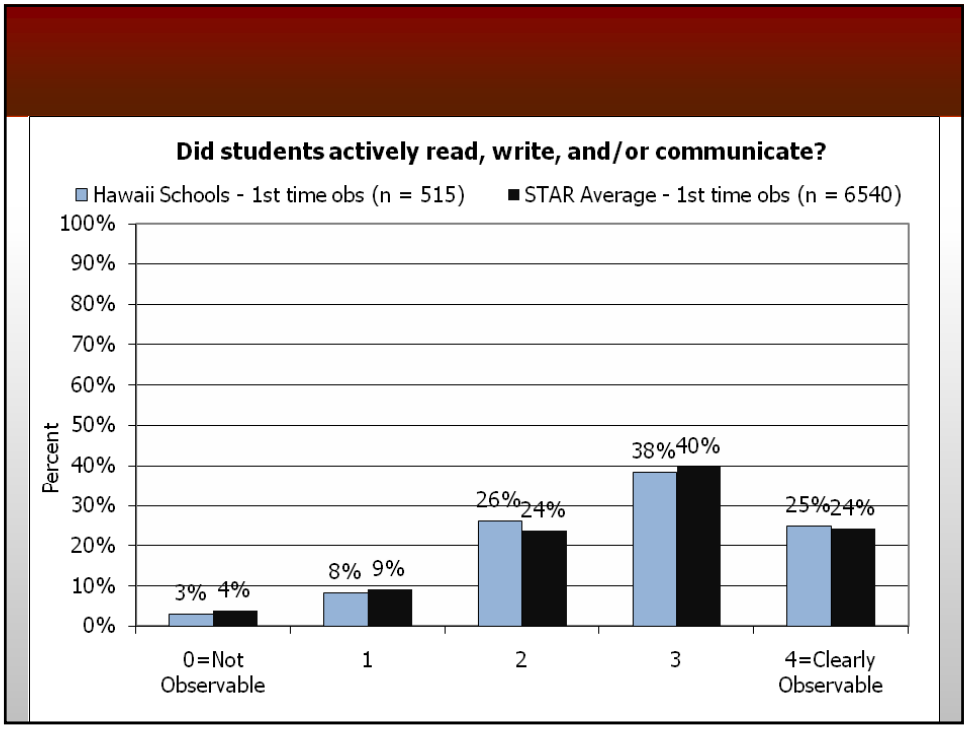
Skills or knowledge developed at a *rigorous* conceptual level

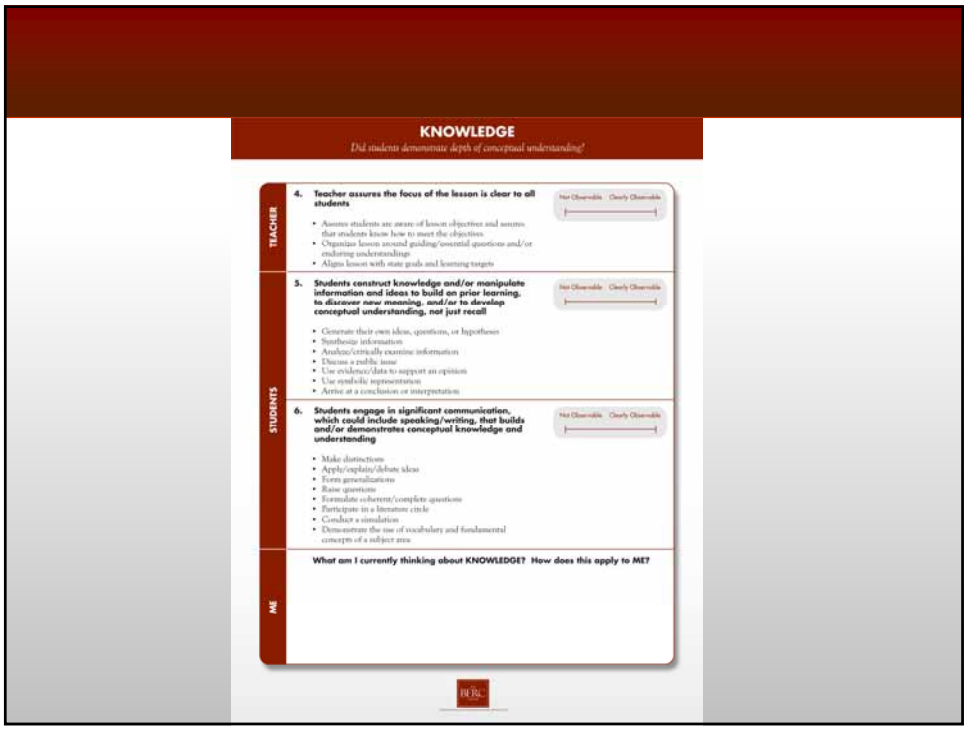
Thinking that leads to personal *reflection* and higher level questions

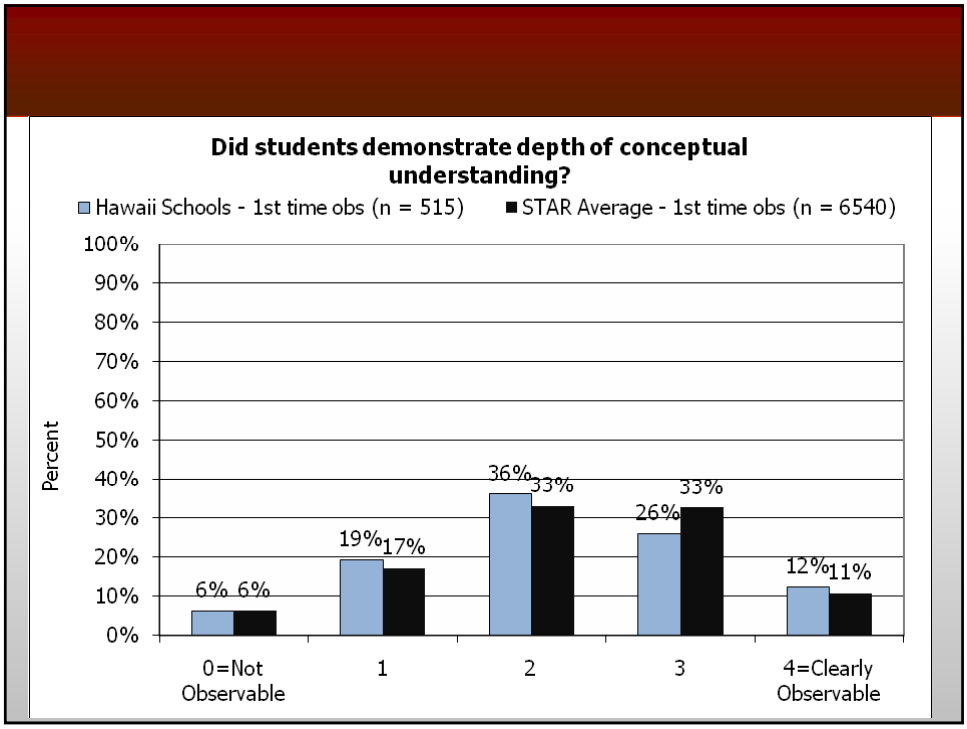
Application of learning in a real or *relevant* context designed to make meaningful connections

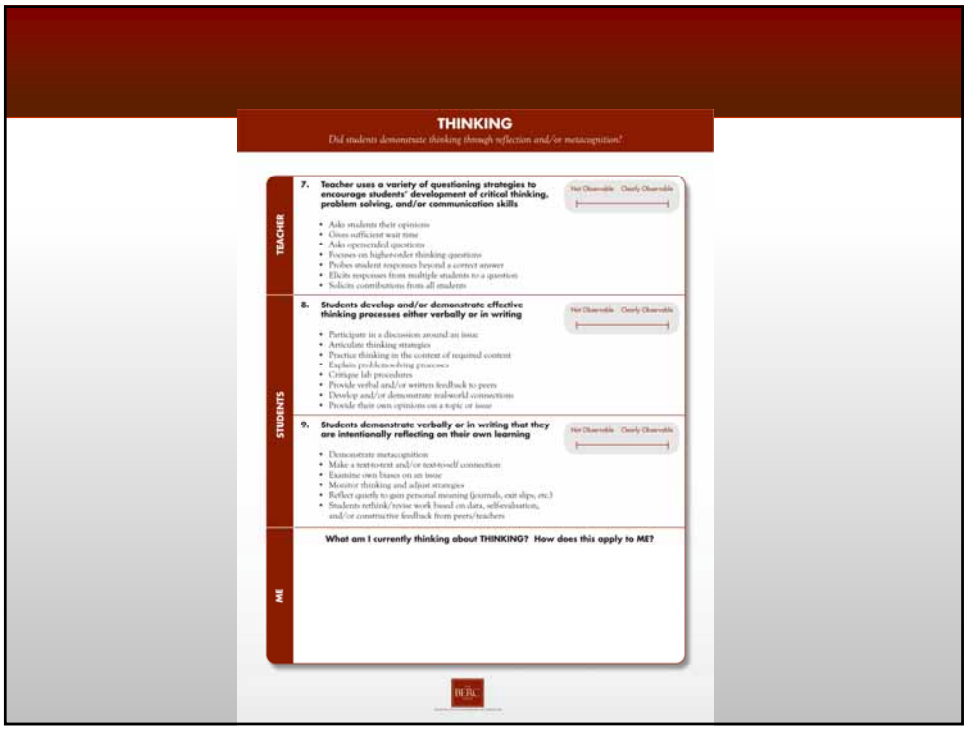
Relationships with/among students is critical for student learning and differentiated instruction

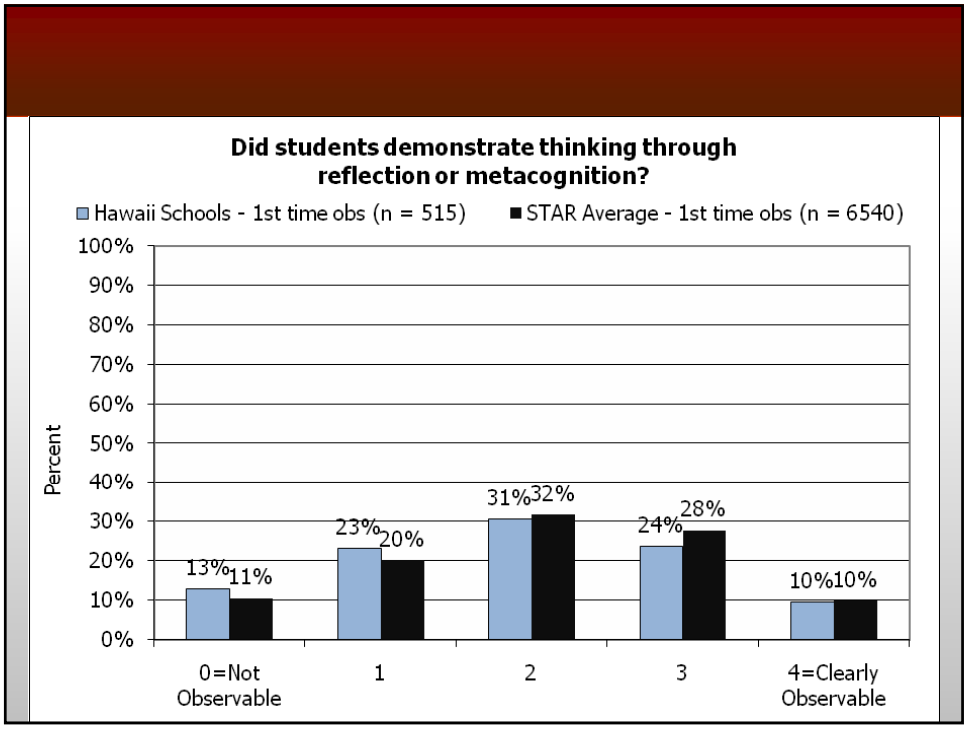


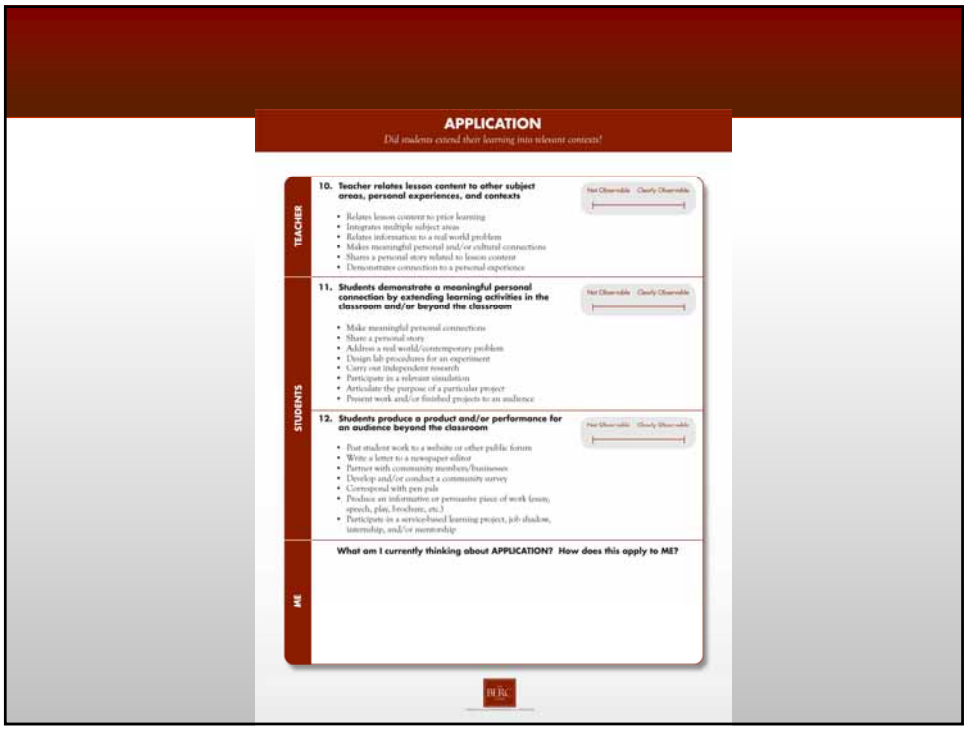


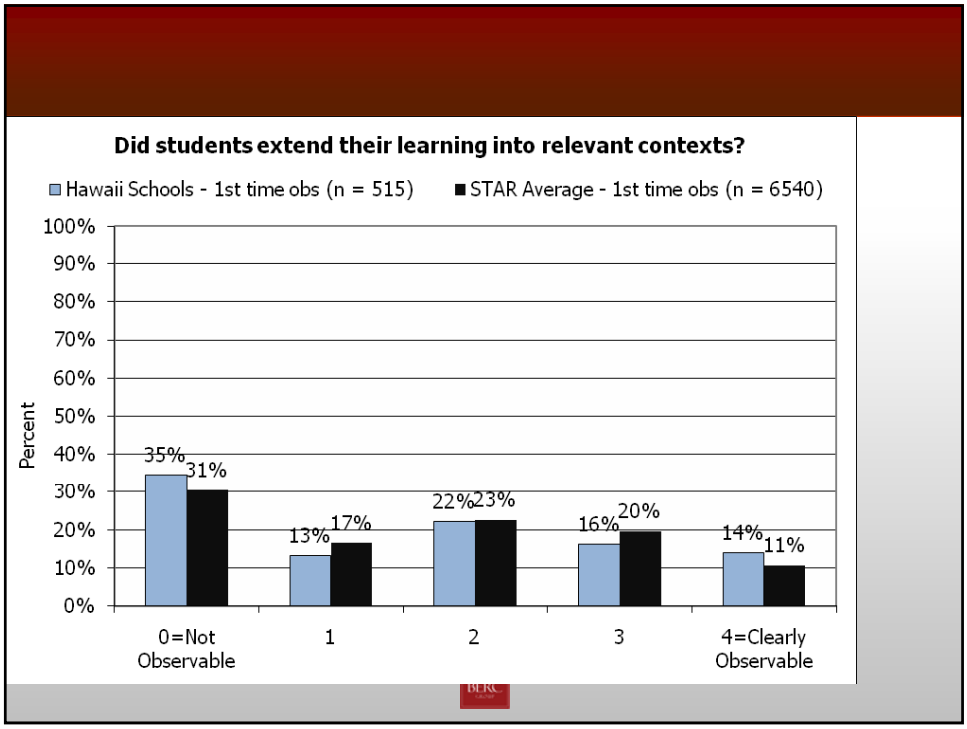


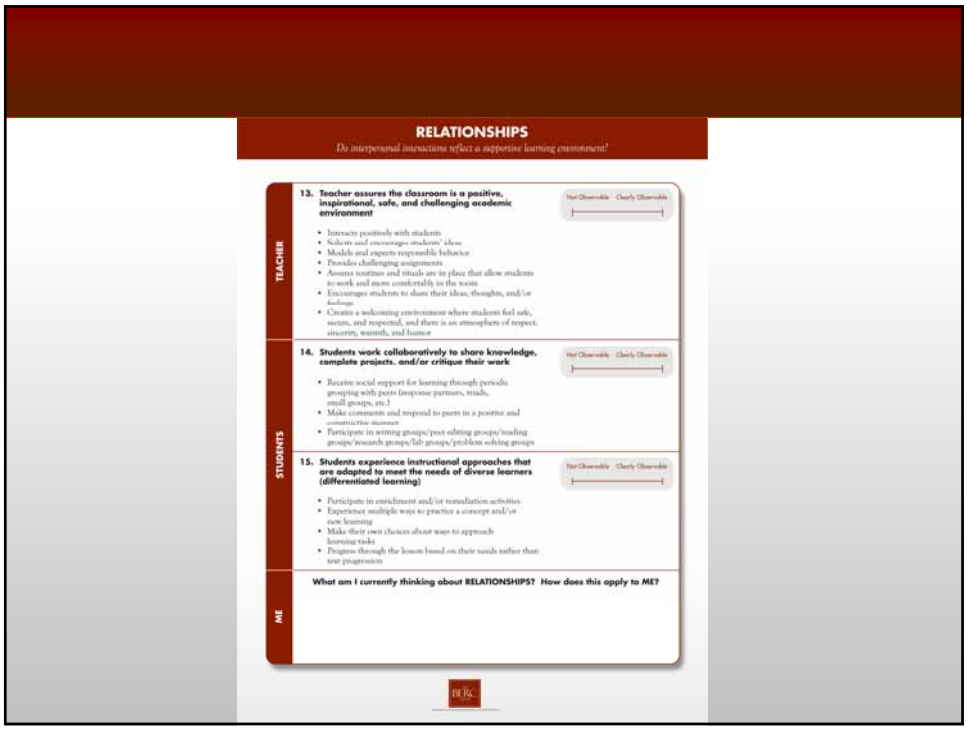


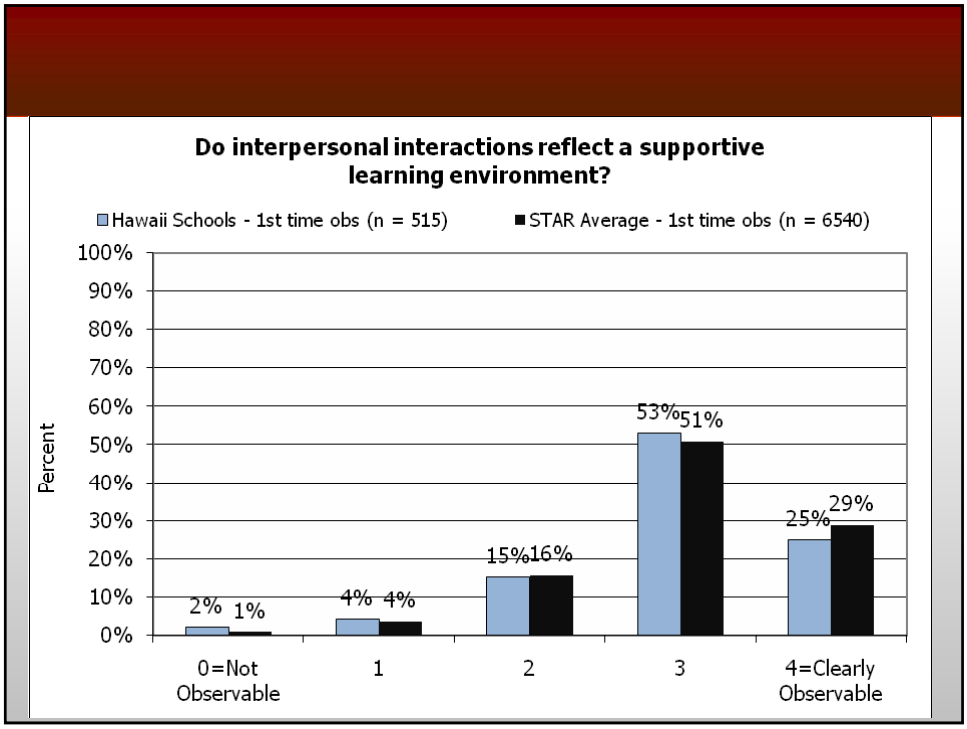


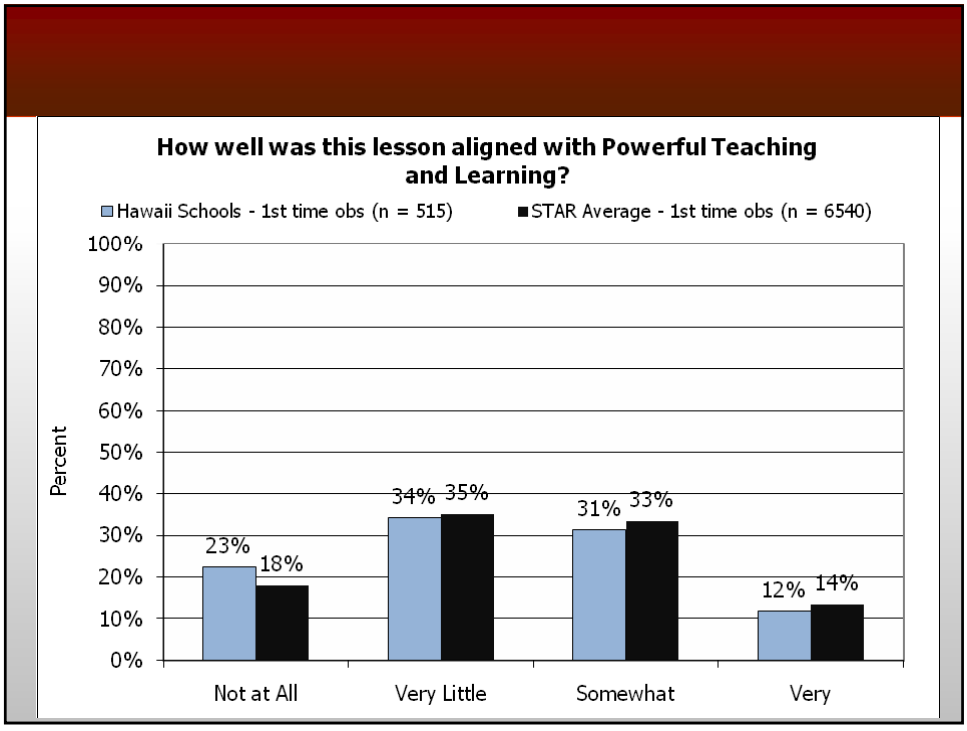


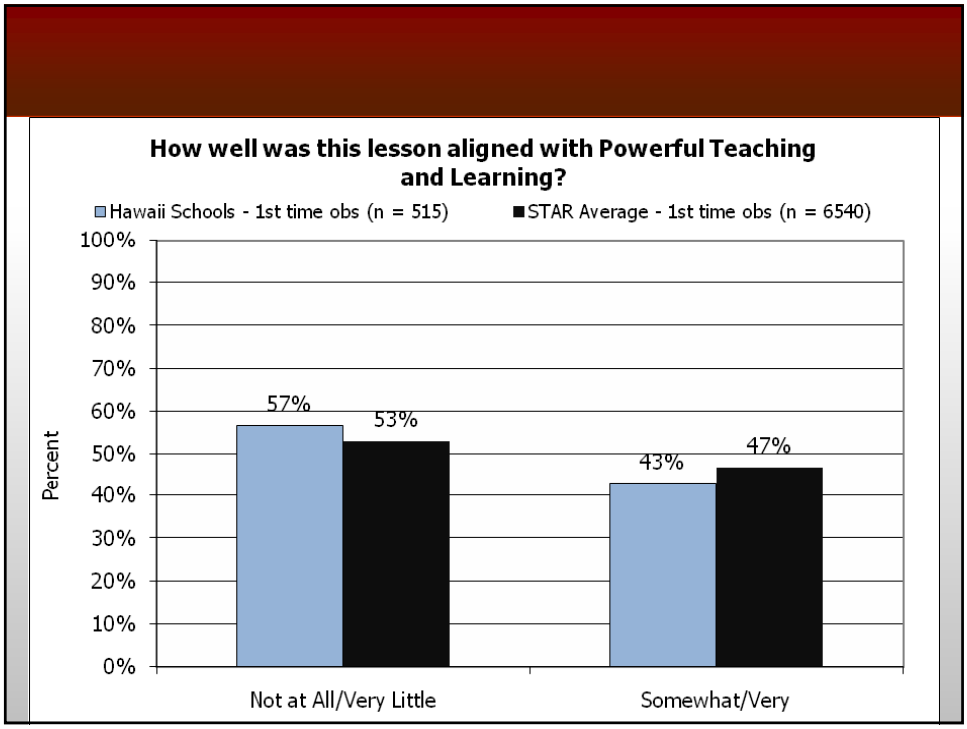








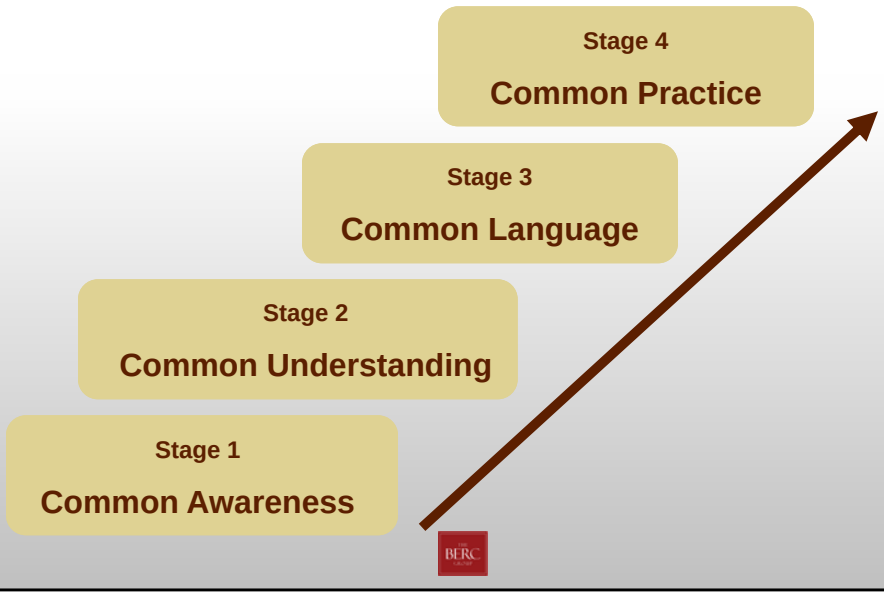




Conclusions/Implications

- The nature of teaching and learning in Hawaii is about the same as other schools in the study
- Less than half of all classrooms are aligned with standards-based reform goals
- More than half of the classrooms observed reflected lessons typical to pre-reform efforts that would result in students meeting the 50th percentile on a norm-referenced system
- We are no longer working in a norm-referenced system
- There is a large mis-match related to reform purpose and classroom practice

PTL Developmental Process



Powerful Teaching and Learning

Common **Awareness**
- That we are going to focus on teaching and learning

Common **Understanding**
- Why we need to focus on teaching and learning

Common **Language**
- We use the STAR Framework to talk & plan

Common **Practice**
- There are common teaching and learning strategies throughout the school

Common

- **AWARENESS -** Teachers are aware of a clear focus on improving the quality of teaching and learning. In an interview asking them about school improvement initiatives, teachers would identify improving teaching and learning as a central theme of their work.
- **UNDERSTANDING -** Teachers understand the importance of why they are refining and aligning teaching and learning across the school. Teachers will also be able to identify how the various means of professional development support the goal of quality teaching and learning.
- **LANGUAGE -** Teachers are able to dialogue about teaching and learning using a consistent and understood vernacular. Teachers will be able to plan lessons in common and regularly reflect on lessons already taught.
- **PRACTICE -** Classrooms exemplify effective teaching and learning. Teachers will routinely collaborate and visit each other's classrooms to ensure lesson pedagogy is effective and consistent across the campus.