UPD CONSULTING

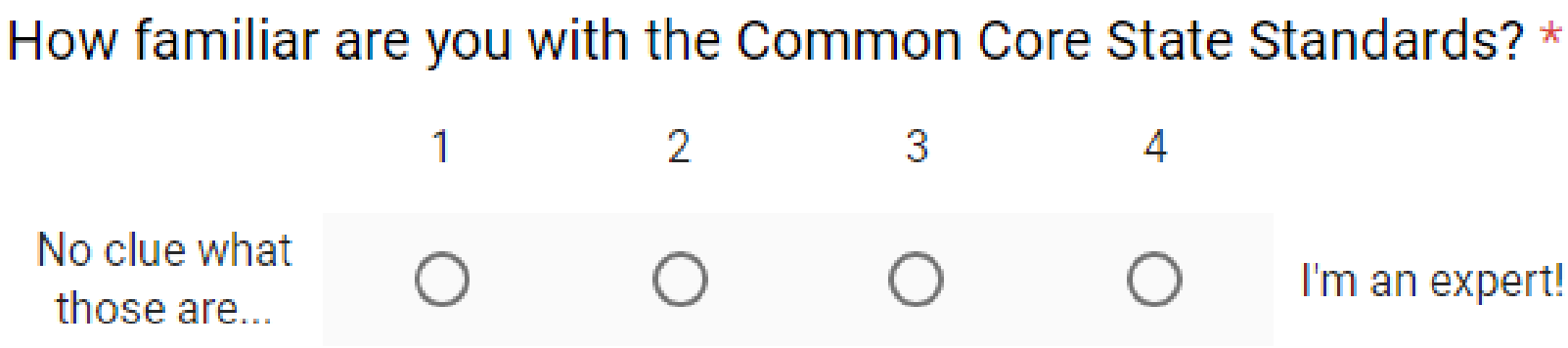
FIVE SCHOOLS, ONE GOAL: Building Capacity for Standards-Aligned Instruction

UPD Consulting and
Miami-Dade County Public Schools

April 4, 2018

UPD CONSULTING

http://bit.ly/UPDcarnegie2018



UPD CONSULTING

We are public sector change agents.

Diagnostic Services

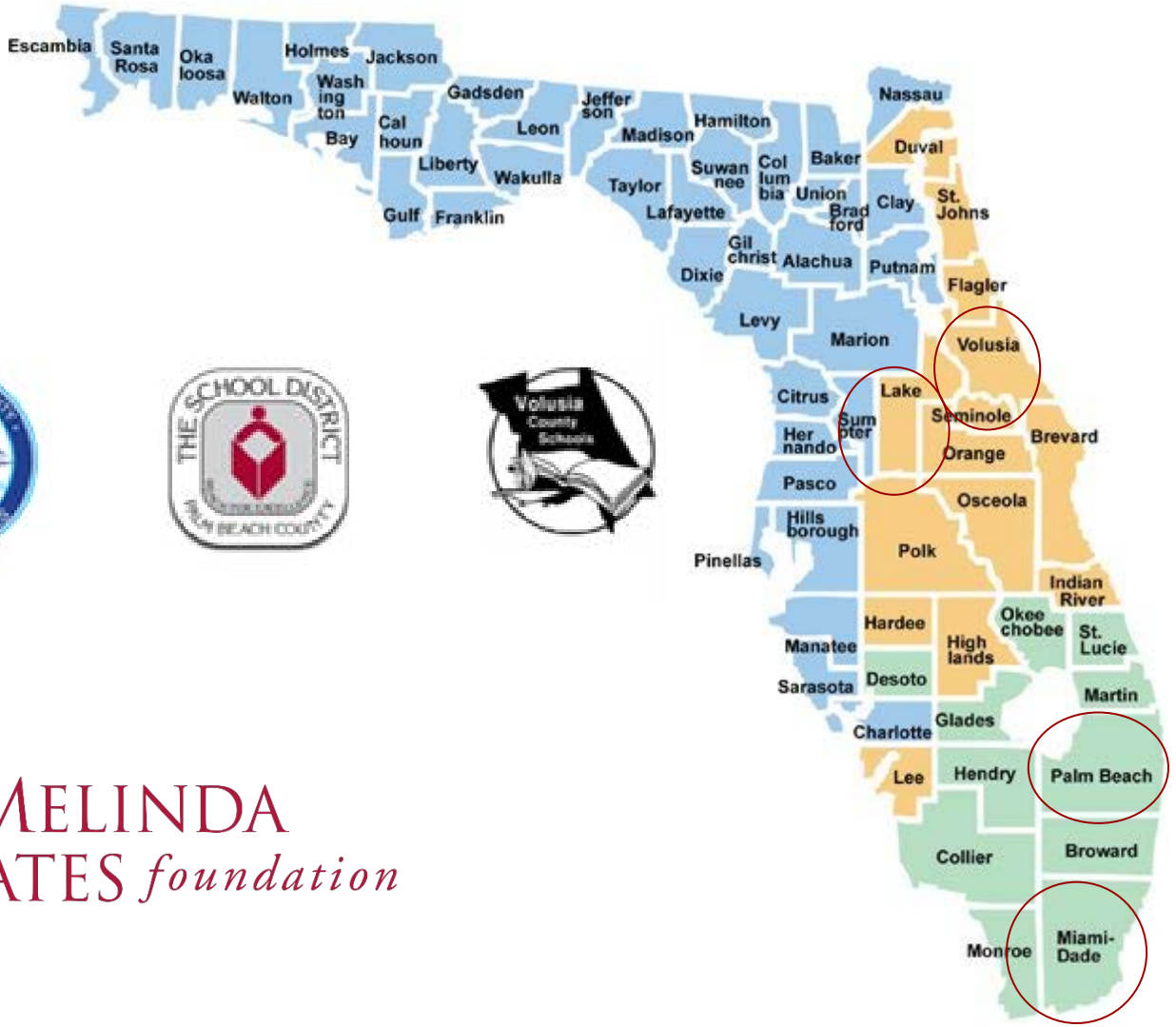
Strategic Planning

Organizational Transformation

Performance Management

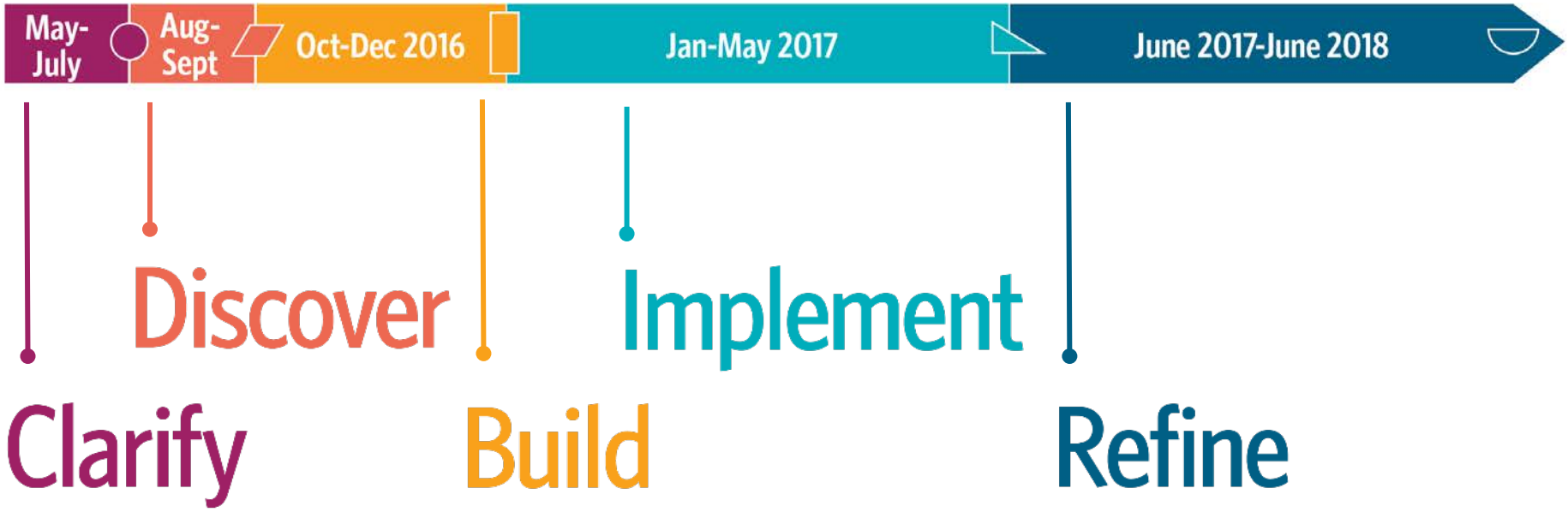
UPD CONSULTING

The Florida Implementation Network



BILL & MELINDA GATES *foundation*

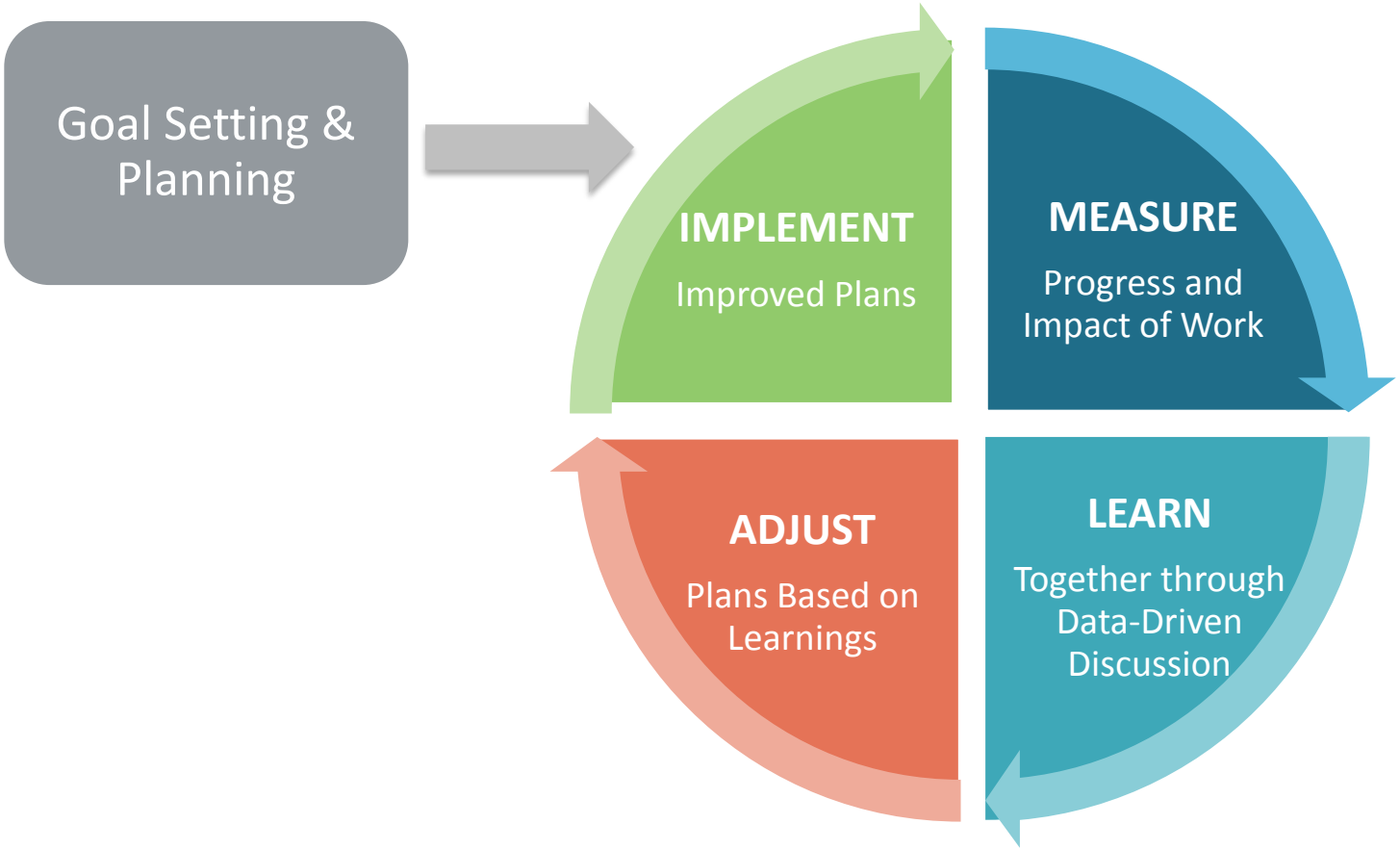
UPD CONSULTING



COLLABORATE

UPD CONSULTING

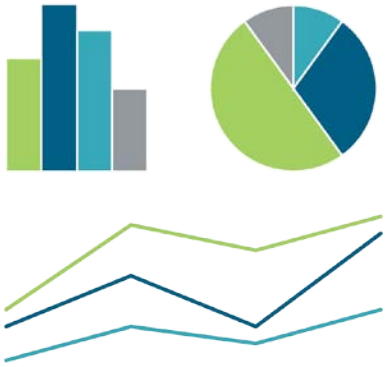
UPD's Continuous Improvement Cycle



All four districts conducted data-informed continuous improvement sessions throughout the year with cross functional teams made up of district and school-level staff.

The Big Ideas

Working Together Matters

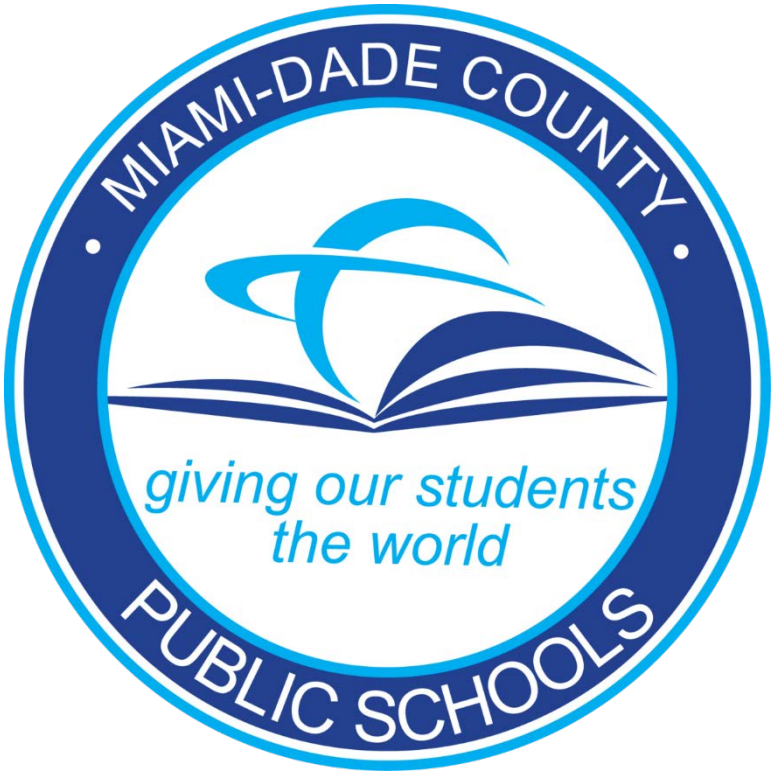


There is No “Perfect” Data

Managing Change Must Be Explicit

UPD CONSULTING

Miami-Dade County Public Schools



UPD CONSULTING

Project Objectives

What does it look like for Principals and APs to serve as instructional leaders with the Standards and Shifts as a priority for their schools?

What does the district need to do to support Principals and APs as instructional leaders?

UPD CONSULTING

Project Design

Continue BUILDING Instructional Leadership Capacity **Broadly**

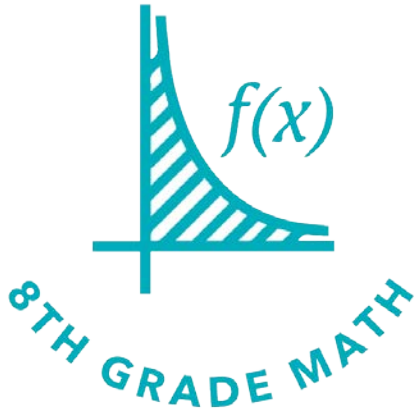
Instructional Rounds

While LEARNING How to Support Sustainable Change **Deeply**

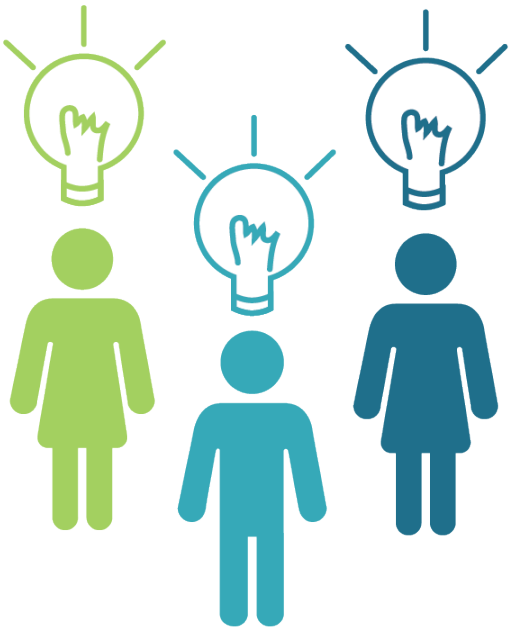
Deep Dive Learning Cycles

UPD CONSULTING

Deep Dive Design



Big Idea #1



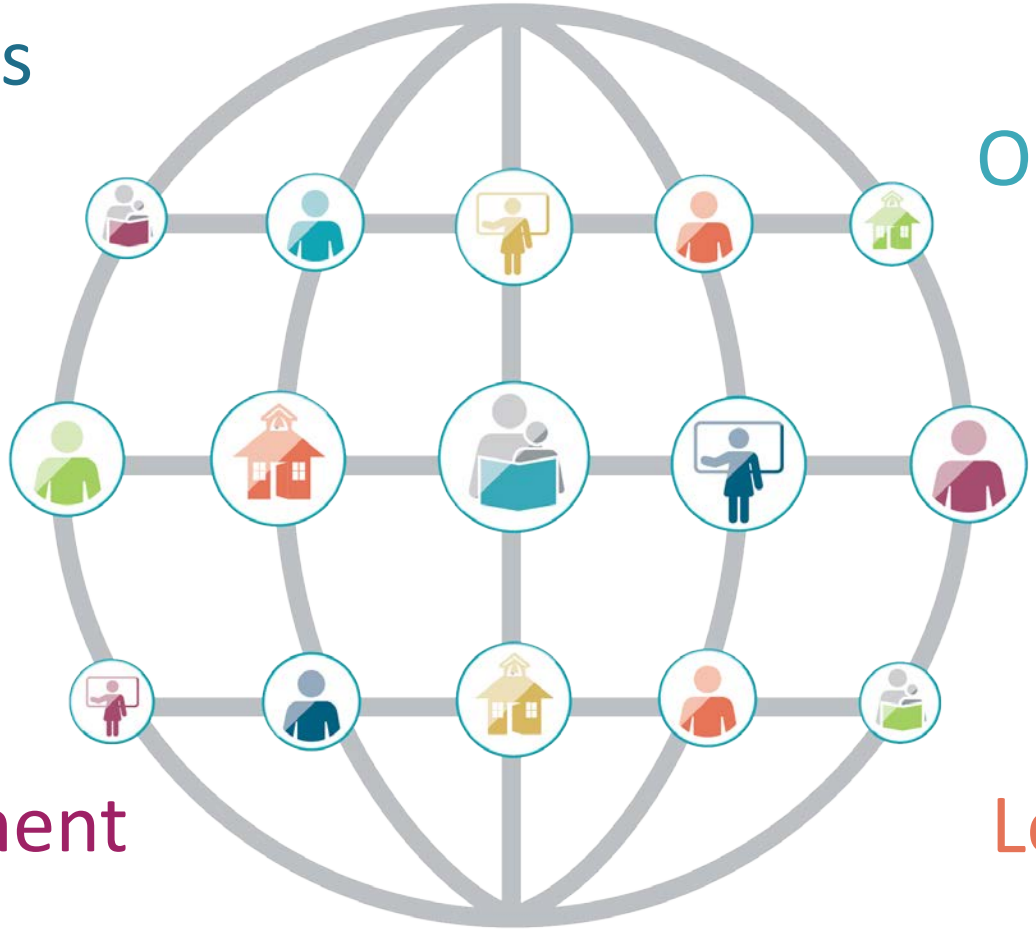
Working Together Matters

UPD CONSULTING

District Design Team

Academics

School Operations



Human Capital Management

School Leadership

M-DCPS Classroom Practice Reflection Guide for Math

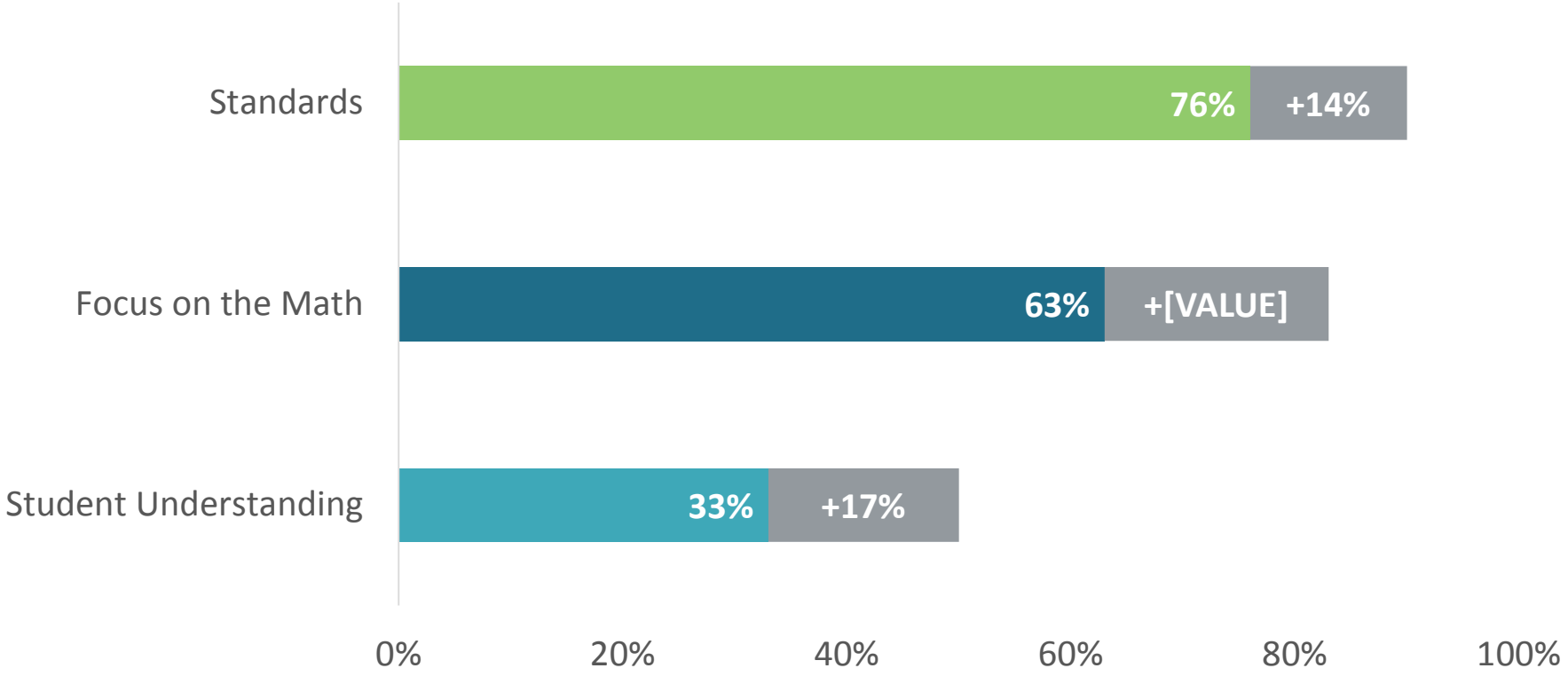
Post-observation Reflection

AFTER THE LESSON: ANALYZE the data you collected to identify a focus area for reflection with the teacher or for future professional learning.

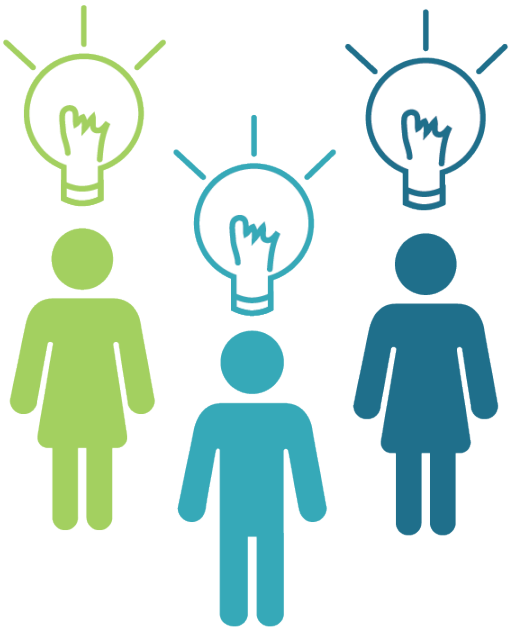
Focus Area
STANDARDS: Understand how the lesson connects to standards. Use the district pacing guide or information from the classroom to determine the standard the teacher was working on. • Did the lesson appropriately address the concepts, skills or number types described in the grade level standard? • Did the lesson intentionally relate new concepts to students' prior skills and knowledge? • How does the observed portion of the lesson target conceptual understanding, procedural skill and fluency or application? Compare this to the aspect of rigor called for by the standard. • Does the lesson help students work toward the depth of the standard? **RESOURCES: Standards app, M-DCPS Pacing Guides, Coherence Map, UnboundEd Content Guides, Major Work Charts (K-8)**
FOCUS ON THE MATH: Understand how teachers are students are thinking about and interacting with math concepts and skills. • Is the mathematics of the lesson explicit, clear and correct? • Do the questions, tasks and tools help make the mathematics of the lesson clear to students? • Do students have opportunities to make sense of problems and persevere in solving them? • Do students have opportunities to creatively and flexibly use mathematics? • Does the teacher deliberately check for understanding throughout the lesson and adapt the lesson according to student understanding? **RESOURCES: Coherence Map, Math Progressions, Standards for Mathematical Practice**

UPD CONSULTING

Setting Targets Collaboratively

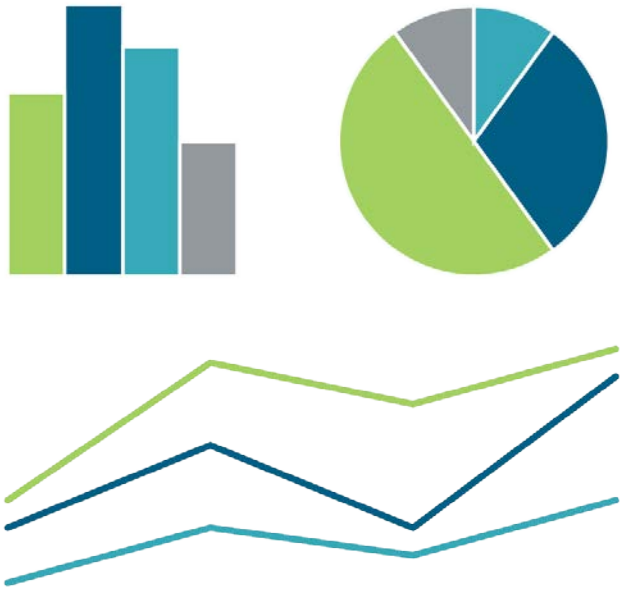


District Reflection



Working Together Matters

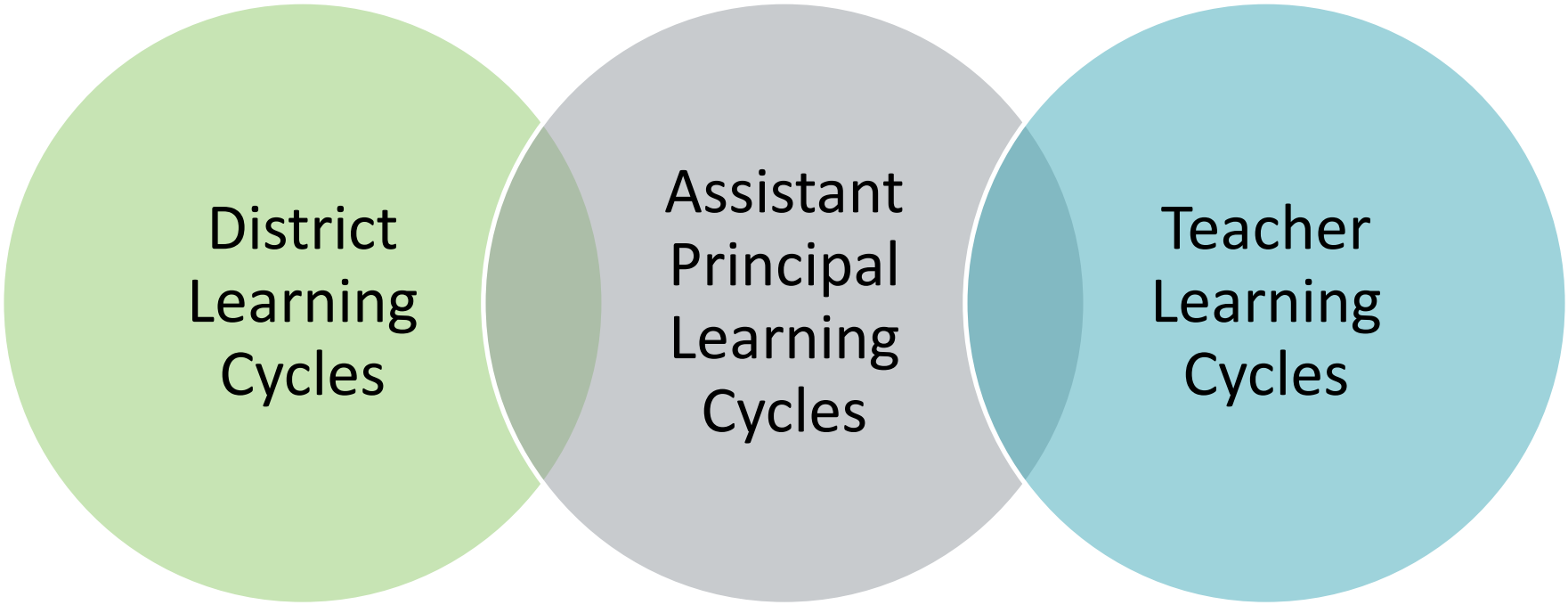
Big Idea #2



There is No “Perfect” Data

UPD CONSULTING

Monthly Deep Dive Learning Cycles



Deep Dive Continuous Improvement Cycle Metrics

FOCUS AREA	METRICS
SHARED VISION	P/AP and T agreement levels with the following on monthly surveys: • I have a strong understanding of the FL math standards. • I am confident in my ability to implement the shifts in instruction required by the FL math standards in my classroom. • My district has a clear vision for and prioritizes implementation of the Florida math standards. • My school team shares a clear vision for implementation of the FL math standards in our classrooms.
USE OF THE REFLECTION GUIDE	• Walkthrough tracker (# per week per teacher, for each observer) • % P/APs "normed" on use of the Reflection Guide • % of teachers indicating actionable and meaningful feedback
PROF. DEV.	• % Attendance at monthly PDs • % Teacher satisfaction/indicating that monthly PD will help or has helped their practices • % of Ts bringing student work to monthly PDs • % principals satisfaction/indicating that PD will help or has helped their practices
PROCESSES & SYSTEMS	• Amount of time Ps/APs spent implementing processes associated with Reflection Guide and feedback • % of Ps/Aps reporting use of reflection guide data to inform supports for Ts • % of Ps /APs reporting "ease of use" of the reflection guide • Plan implementation progress
OUTCOME MEASURES	• %/# of students scores increasing on assessment (formative or summative/unit tests) after PD cycle • Student performance on district math assessments aligned to the standards (interims) • Teacher alignment to the standards as measured using the IPGs (Core Actions 1, 2 and 3)

UPD CONSULTING

Select Data from Cycle #3 (Ending Feb. 16, 2018)

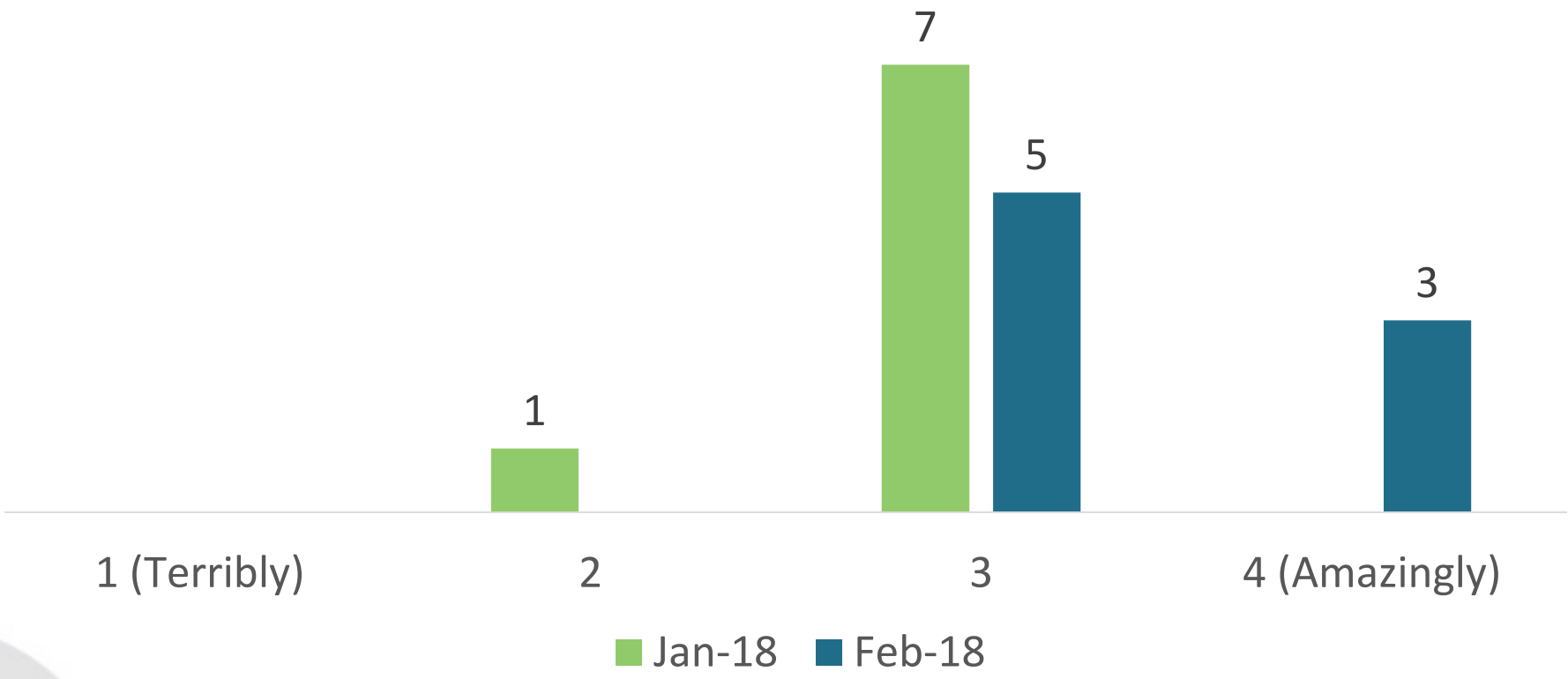
Schools conducted 75% of the anticipated walkthroughs in this cycle; up from 63% in cycle 2 and 50% in cycle 1.

Individual school completion of weekly walkthroughs is between 50% and 100%.

Average length of walkthroughs remained at 22 minutes, the same as Cycle 2 and down from 36 minutes in Cycle 1.

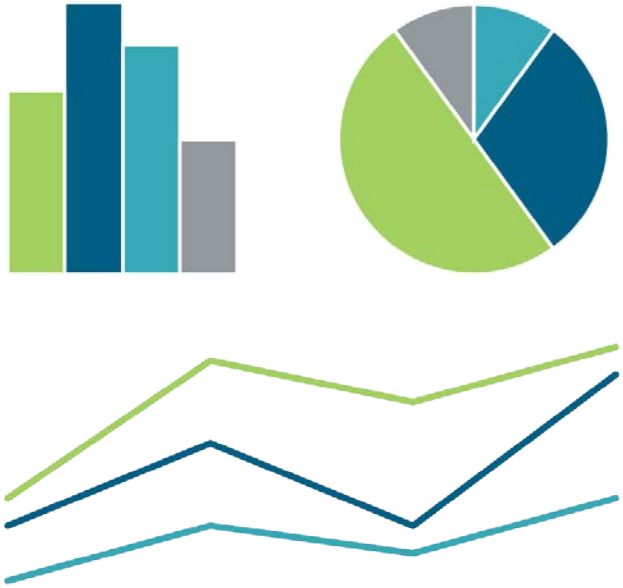
UPD CONSULTING

How well has your deep dive implementation been going so far?



Successes and Challenges

District Reflection



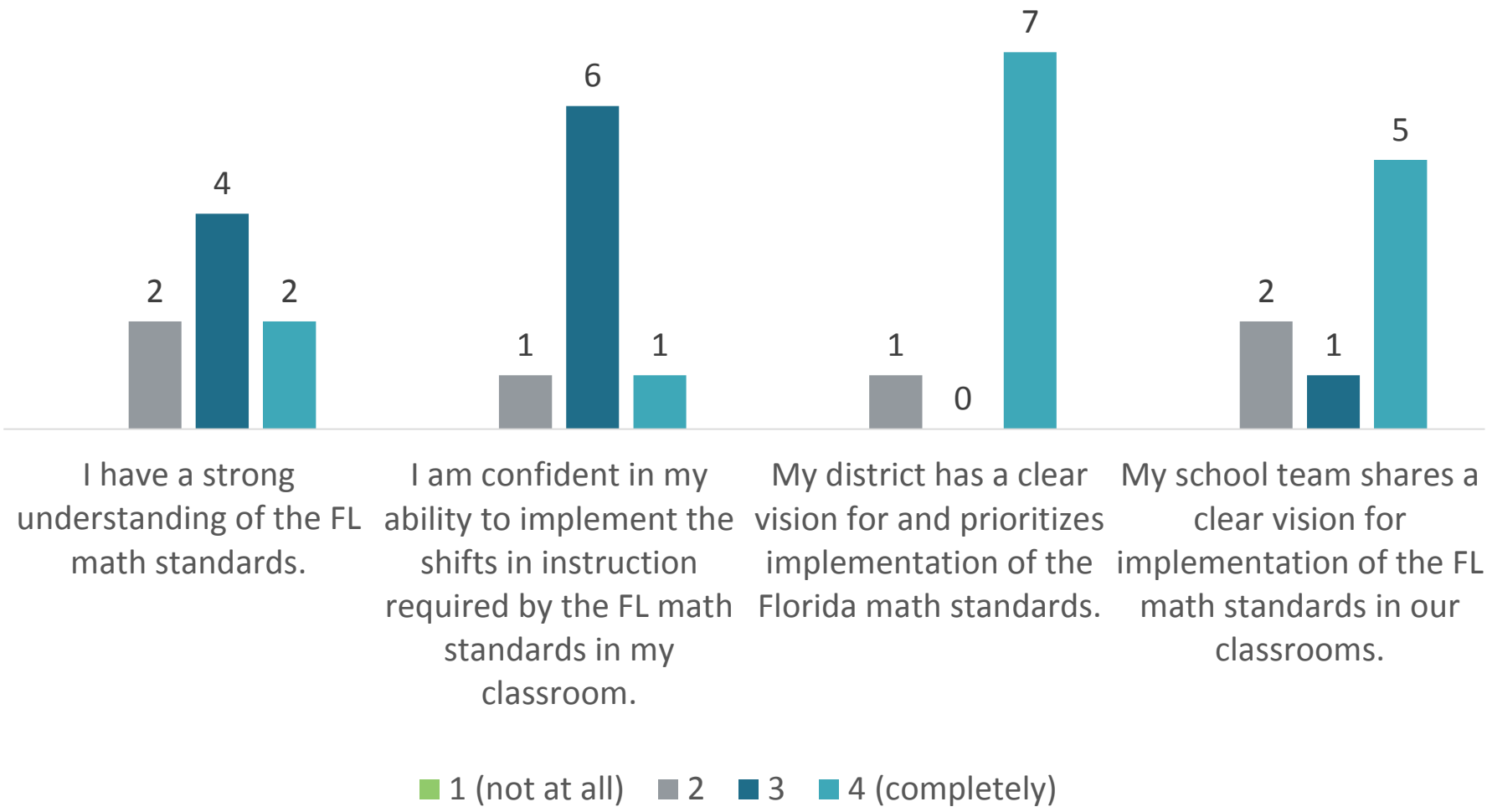
There is No “Perfect” Data

Big Idea #3

Managing Change Must Be Explicit

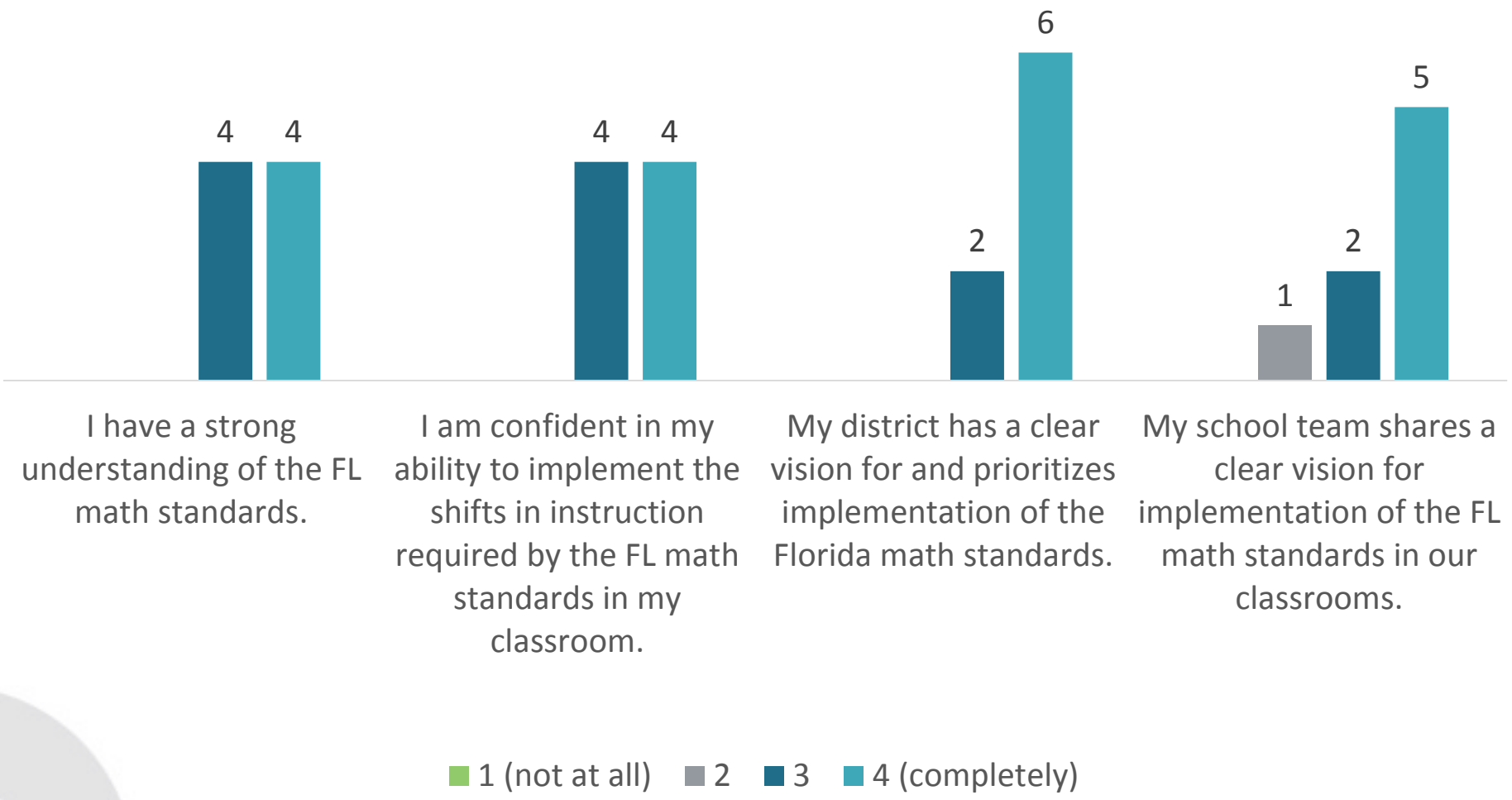
UPD CONSULTING

Building a Shared Vision (Dec. 2017)



UPD CONSULTING

Building a Shared Vision (Feb. 2018)



UPD CONSULTING

Teacher and Administrator "Current Feelings on the Deep Dive" (Feb. 2017)

A.

B.

C.

All "Bs" for the first time!

UPD CONSULTING

In Their Own Words…

I'm being more thoughtful about the standards.

Administrators are more involved in what we are doing.

My students are getting a deeper understanding of what math means to them.

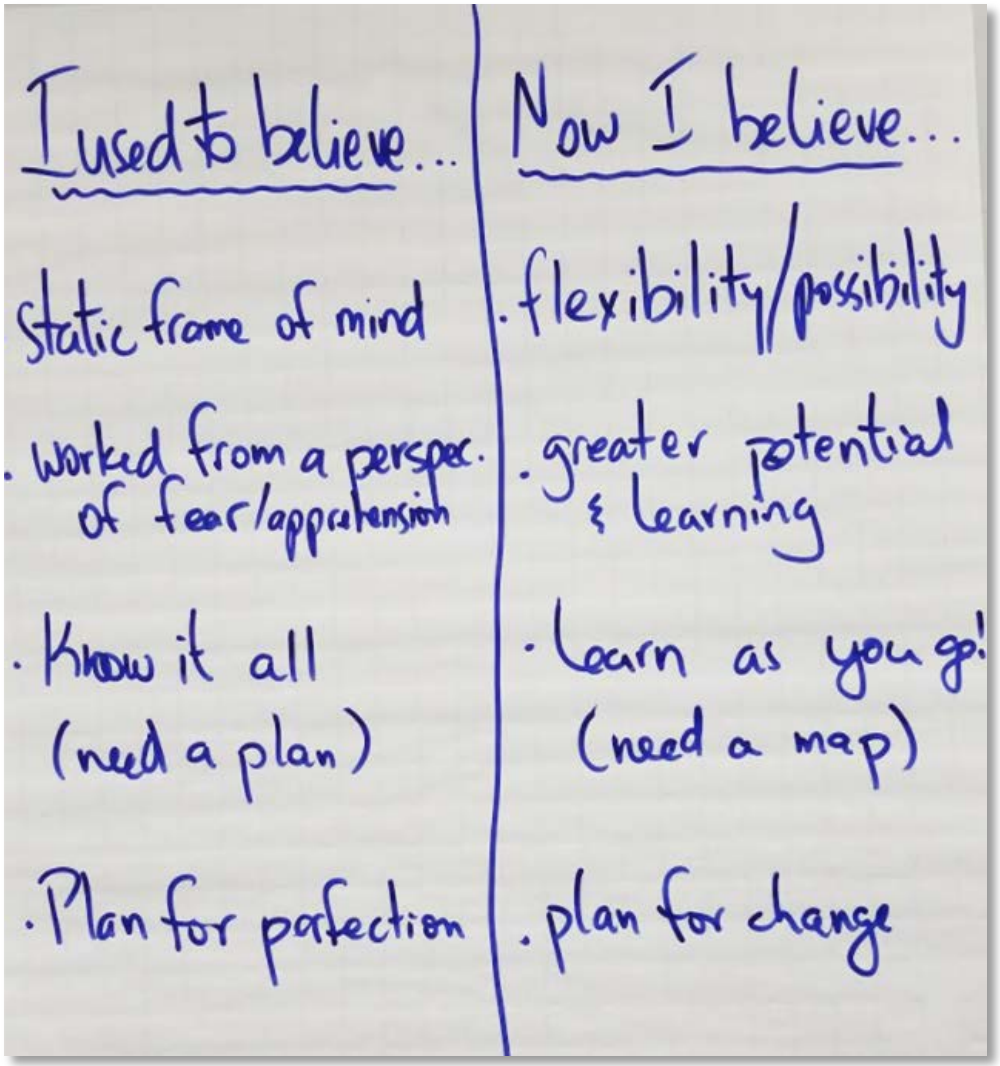
I'm used to it now. Communication has been easier. Now there is a weekly expectation of "why haven't you come into my classroom yet?"

It's encouraging that teachers want more conversation with administrators - it means it isn't frightening, especially for new teachers.

It becomes part of your culture quickly.

UPD CONSULTING

District Design Team (Feb 2018)



UPD CONSULTING

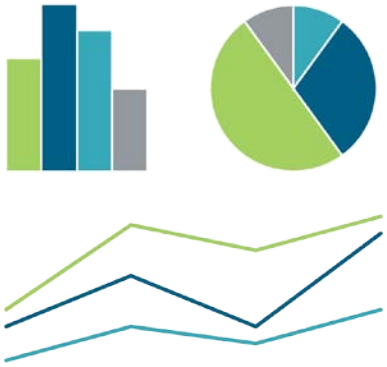
District Reflection

Managing Change Must Be Explicit

UPD CONSULTING

The Big Ideas

Working Together Matters



There is No “Perfect” Data

Managing Change Must Be Explicit

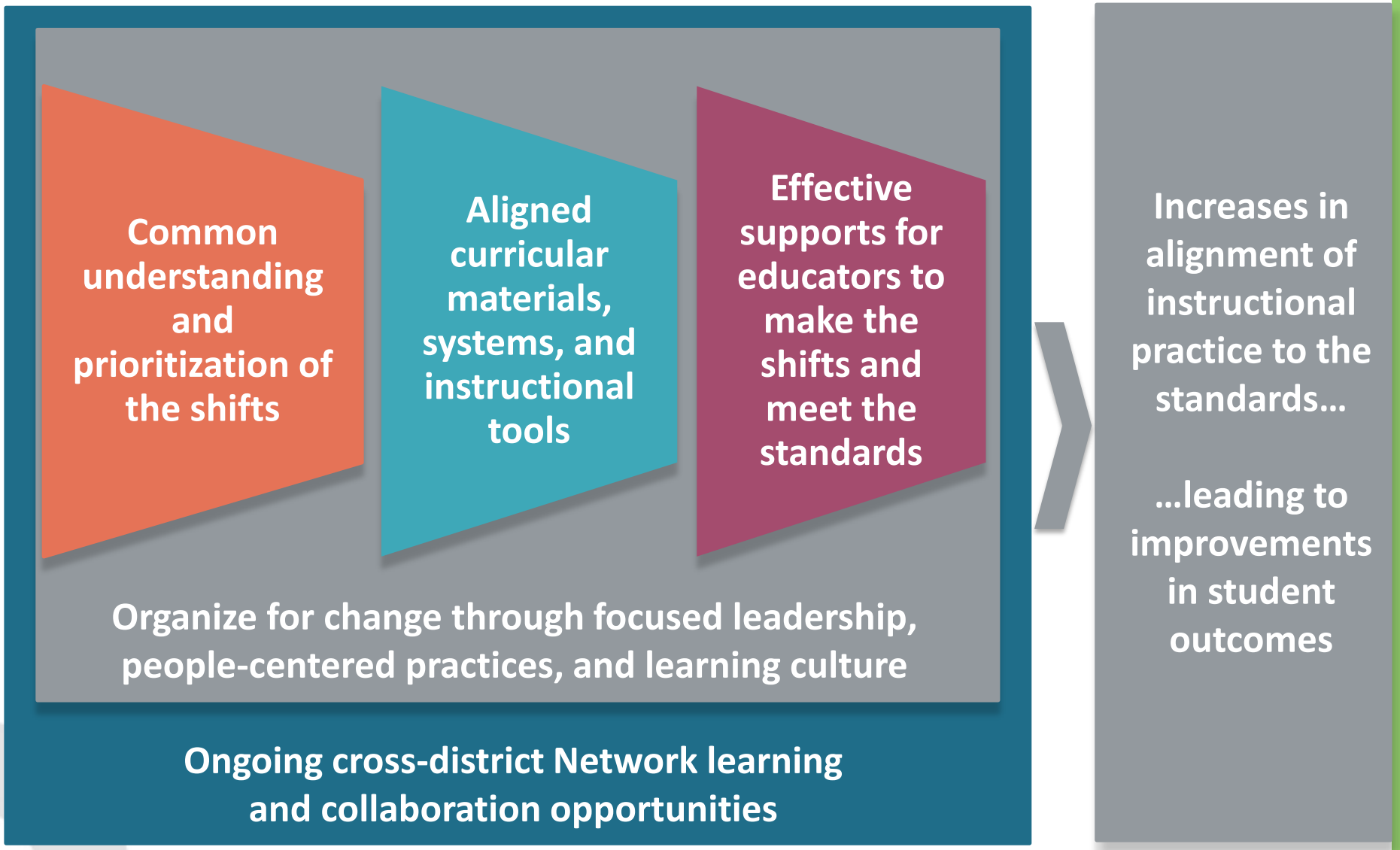
UPD CONSULTING

Thank you!

Stay in Touch

Elaine Budish
elaine@updconsulting.com
(401) 241-1816

Rouben Yaghdjian
ryaghdjian@dadeschools.net
(305) 995-7604

UPD CONSULTING

FLI Network Theory of Change