Instructional Leadership in the Era of Educational Reform

Amy D’Ambola and Brad Siegel
PARCC Summer Institute: August 5 & 6
Day 1
Institute Technology

Wireless Access:

Dropbox: www.dropbox.com

bsiegel@hohokus.org (user name); quadparcc (password)

Todays Meet: https://todaysmeet.com/quadparccsummerinstitute
How can we prepare for a new era of assessments without compromising the integrity of our educational system?
Today you will read two stories about characters who save family members. As you read these stories, you will answer questions and think about the characters. At the end of the task, you will be asked to write an essay using the information from the stories.

Cricket and Cougar  Kira-Kira

Read the passage from “The Cricket and the Cougar.” Then answer the questions.

from “The Cricket and the Cougar”
by Katherine Chandler

1. One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, “Oh, please don’t step there. That’s my house, and with one step more you will destroy it.”

2. The cougar looked down and saw a little cricket sitting on the log. He roared, “And is it you, weak little creature, that dares to tell me where to step? Don’t you know that I am king of the beasts?”

3. “You may be king of the beasts, but I am king of my house, and I don’t want you to break it down, king or no king.”

You have read two stories in which one family member saves another. Write an essay describing the mosquito from “Cricket and Cougar” and one of the main characters from “Kira-Kira.” For each character described:

- Explain how the thoughts, words, and/or actions of the character help you understand what the character is like
- Explain why the character chooses to save his or her family member

Be sure to include specific details from each story to support your ideas.
Part C

Andy created a rectangular array showing how he would place 56 small tiles on the wall. He placed 7 tiles in each row. He wrote a multiplication equation using the ? symbol to stand for the number of rows he used.

Using the ? symbol to stand for the unknown number, write an equation that Andy could have written.
Overlapping ideas

Can we keep our focus on what matters?
How can we prepare for a new era of assessments without compromising the integrity of our educational system?

**Information:** How do I know if what I’m hearing about PARCC is true?

**Accountability:** What are the benchmarks for accountability?

**Technology:** Will technology hinder my students’ performance?

**Rigor:** Are my students set up for failure?

**Message:** What do I tell parents who rail against PARCC?
Many New Jerseyans haven’t heard of the Common Core, the curriculum standards that have been adopted by New Jersey and 38 other states, but a majority of those who know something about the topic say they disapprove of them. (File Photo)

For example, 43 percent of people who reported they had heard about the standards incorrectly believed they include sex education, Cassino said. More than a third said the standards taught evolution, while more than a quarter reported the guidelines taught global warming.

**Information**: How do I know if what I’m hearing is true?
Information: How do I know if what I’m hearing is true?
**Information**: How do I know if what I’m hearing is true?

- Time and implementation
- Cognitive demand and developmental appropriateness
- Role of government in schools
- Implications (sex ed)
- A performance-based assessment (PBA) component, administered after approximately 75% of the school year, and
- An end of year assessment (EOY) component, administered after approximately 90% of the school year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance-Based Component</th>
<th>End-of-Year Component</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA/Literacy</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Literary Analysis</td>
<td>Research</td>
</tr>
<tr>
<td>3</td>
<td>Estimated Time on Task</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Alg II / Math III</td>
<td>Estimated Time on Task</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How will I know if my students are over prepared or ill-prepared?

Cognitive demand and developmental appropriateness

“These standards are designed to raise the bar, but no one is stopping schools and teachers from exceeding the bar. In fact, the BASIS charter schools claim they complete the K-12 Common Core Standards by the 9th grade. I am sure many great schools with high bars could do this.” C. Culver (former, G. Bush education adviser)

“I have a Ph.D. in English, I’ve been in college and high school classrooms for over 20 years, and for much of that time I’ve trained and coached high school English teachers. I was shocked that the ninth grade test included an excerpt from Bleak House, a Dickens novel that is usually taught in college. I got seven out of 36 multiple choice questions wrong on the eleventh grade test. And I had no idea what to do with this essay prompt on the third grade test” (R. Steinitz, Literacy consultant, Ma.)
Has government overstepped its boundaries?

Role of Government
To what extent is PARCC/Common Core intertwined with education and society?

Implications and associations
Instead of the current 30 percent weight for affected teachers, it will reduced to 10 percent next year and 20 percent in 2016 - largely inconsequential amounts in terms of the overall criteria for the evaluation. NJ Spotlight, 7-2014
Implications for students and schools
• 2-year delay on high school graduation
• Placement of scores on college transcripts
• K-8 analysis of score data
• NJ Performance Report/Other Publications

Accountability: What are the benchmarks for accountability?
Technology Issues

- Device access and availability
- System compatibility
- Data management
- Navigation of technology applications (reading & viewing text; math functions)
- Keyboarding skills

Technology: Will (should) students be able to adapt to PARCC technology?
Parents: How do we lead families to useful information about PARCC?
Overlapping ideas

Public Discourse
Technology
Accountability
Assessment

Can we keep our focus on what matters?