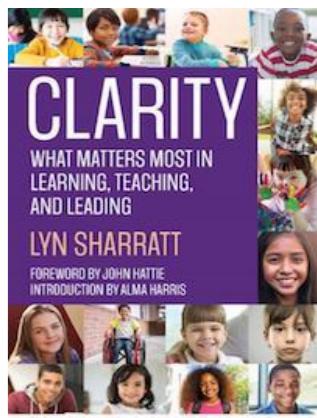


CLARITY

What Matter **MOST** in Learning, Teaching and Leading

**The 14 Parameter Research -
A Case Management Approach**

DR. LYN SHARRATT

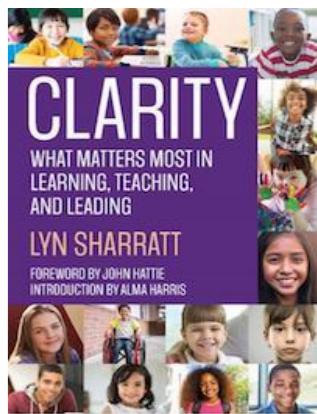


Welcome

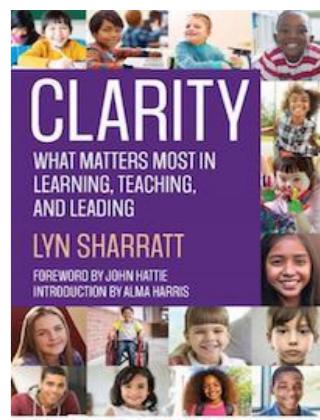
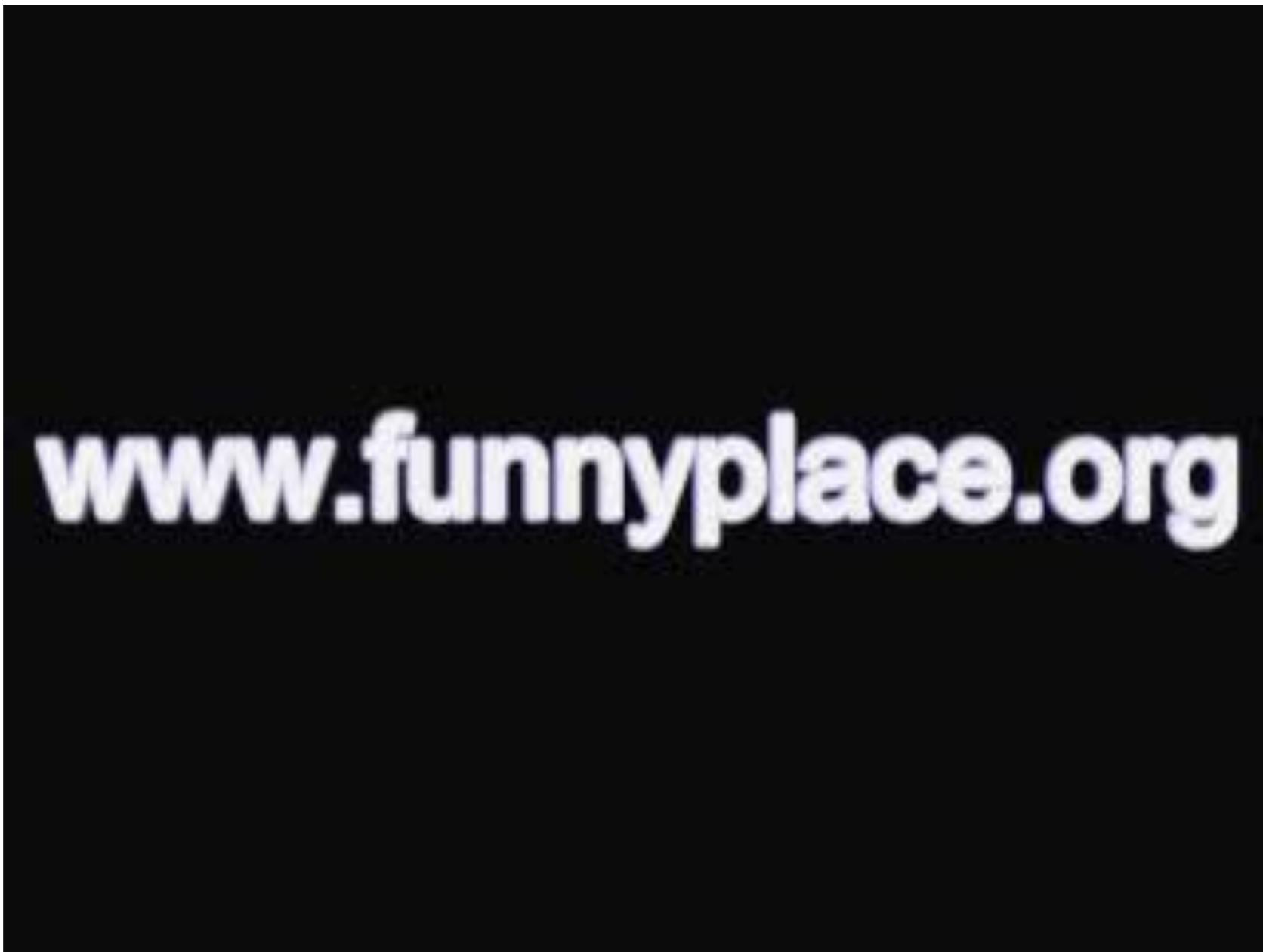


lyn@lynsharratt.com @LynSharratt
www.lynsharratt.com #FACESLyn

Join the “Educational Leadership Group” on LinkedIn (70,000 members to date!)

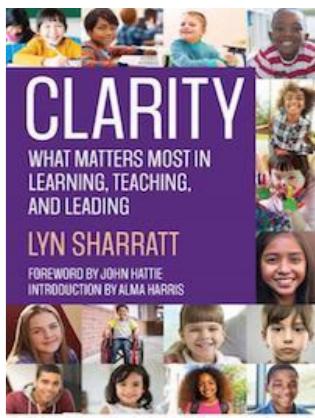


Minds On



NORMS: Working Together Effectively

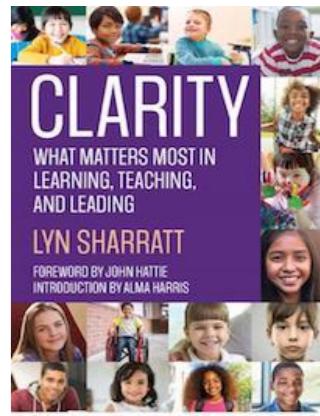
1. Honour everyone's time; re-group quickly; '*be present*'.
2. Be prepared.
3. Step up, step back.
4. Soft on people, tough on ideas.
5. Put away phones and distractors to focus on the tasks.
6. Laugh often!
7. Maintain student-centered deliberations.
8. Filter ideas through the students' perspective.



Our Learning Intentions

We are learning to:

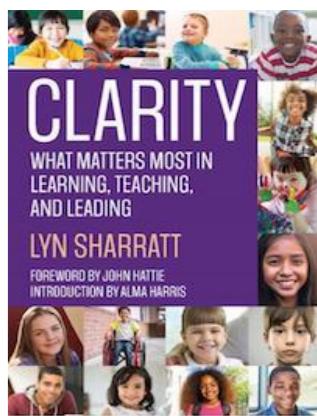
- focus on Leadership to do this work;
- see the 14 Ps through a Case Study perspective;
- co-construct a Data Wall;
- conduct a Case Management Meeting;
- examine the 5 Questions we want answered;
- clarify the “On-going Work”;
- reflect and make a commitment.



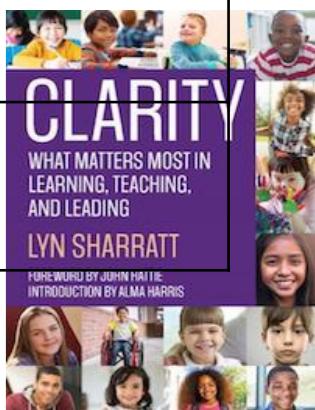
Success Criteria

I will be successful if you can:

- make connections between my research and your improvement work;
- name the look-fors in using the 14 Parameters as a tool to improve teaching and learning and hence improve student outcomes;
- articulate your Next Steps;
- network with others and learn from each other;
- commit to action.



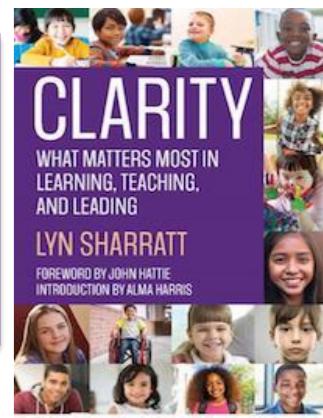
Content – Process -Application

Content	Process	How I can use it	Notes to myself
			 The image shows the front cover of the book 'CLARITY: What Matters Most in Learning, Teaching, and Leading' by Lyn Sharratt. The cover is purple with the title in large white letters. Below the title, it says 'WHAT MATTERS MOST IN LEARNING, TEACHING, AND LEADING'. At the bottom, it says 'LYN SHARRATT'. There are small images of children and adults on the sides of the cover.

Circle of Practice & Next Steps

**Circle of Practice
90% Staff**

How do we get the outside to the inside?





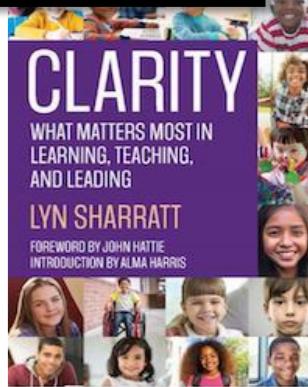
The “**Spirit**” of and Commitment to
our Continuous Improvement Sessions

As your Critical Friend, Lyn’s role is to:

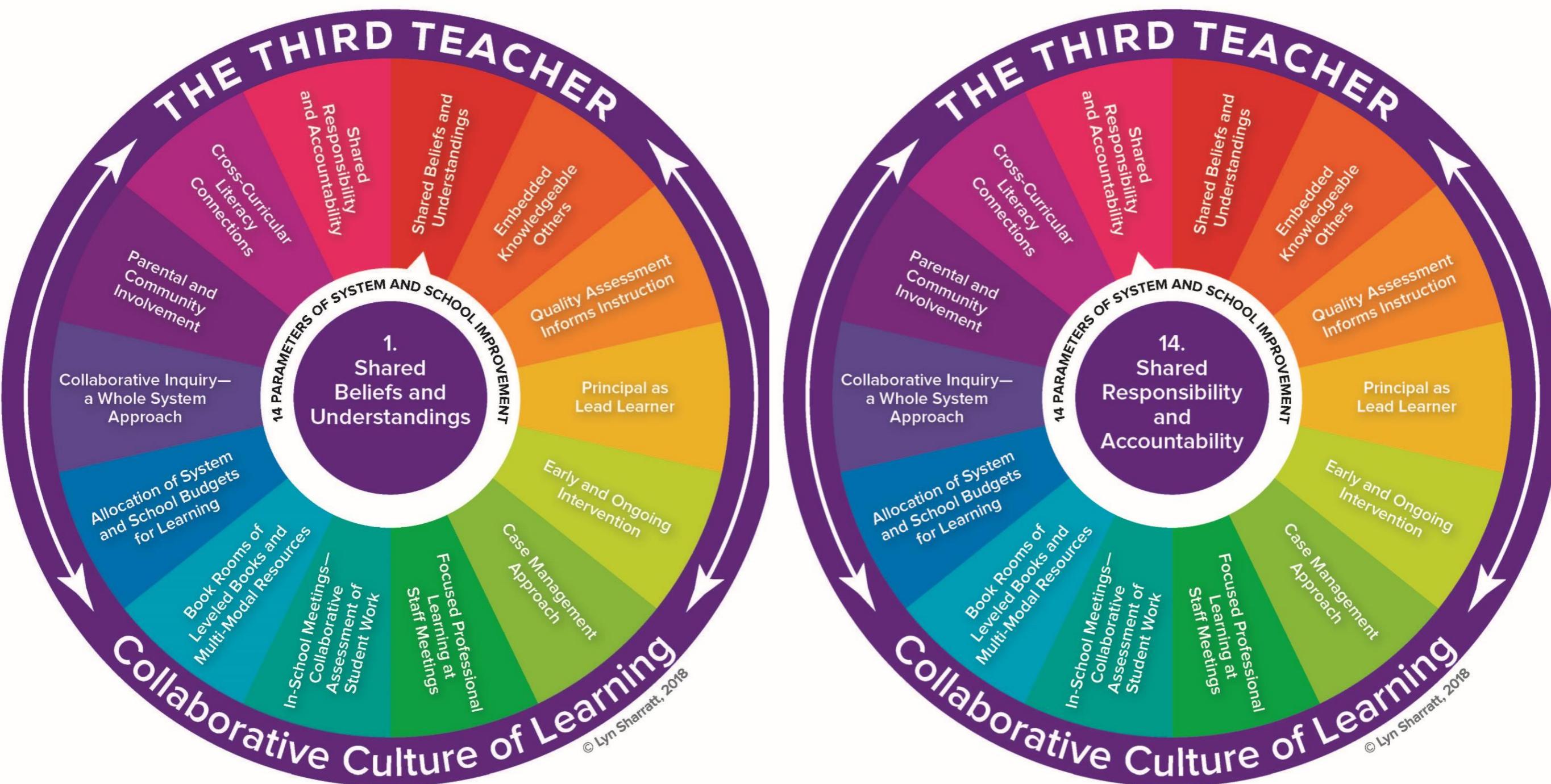
- ✓ Work alongside you
- ✓ “Push, pull, nudge”
- ✓ Use research to challenge practice
- ✓ Care about how all your students are doing
- ✓ Extend your thinking
- ✓ Orchestrate “open to learning” conversations
- ✓ Advocate on your behalf
- ✓ Inspire you to reach beyond
- ✓ Be in your “back pocket”

Connecting a Community of Learners

Make a connection to this quote as educators – what does it mean to you?



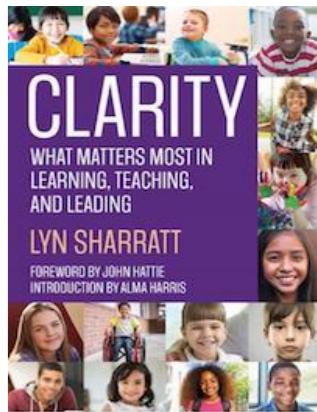
CLARITY is Equity & Excellence



No Sub-Group Should do better than another!

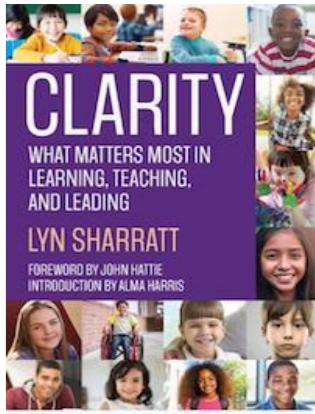
It Starts in Prep/K!

1. “No “Zero’s to Level 5’s”, using Running Records, going into Year 1”.
2. Are your expectations clear?
3. Have you set improvement targets using a consensus-building approach?
4. How are you celebrating small wins?



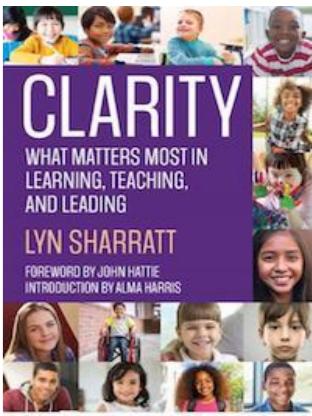
14 Parameters

- 1. Shared Beliefs Understandings Among all Staff**
- 2. Designated Staff Member as Instructional Coach**
- 3. Daily, Sustained, Focused Assessment + Instruction**
- 4. Principal as Learning Leader**
- 5. Early and On-going Intervention**
- 6. A Case Management Approach to Monitoring Student Progress**
- 7. Job-embedded Literacy PD**



14 Parameters

8. In-school grade team meetings as an example of collaborative examination of student work
9. Literacy Resources Located in a Designated Area
10. Commitment of School Budget to Literacy
11. Action Research: Staff Commitment to Learning
12. Parental Involvement in Supporting Literacy
13. Appropriate Literacy Instruction in all Areas of the Curriculum
- 14. Shared Responsibility and Accountability**

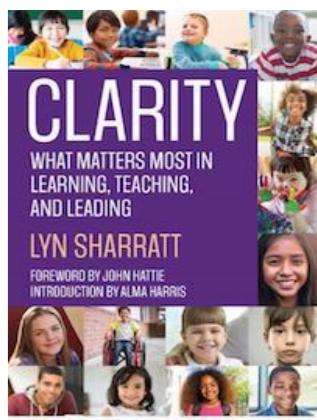


Parameter #1

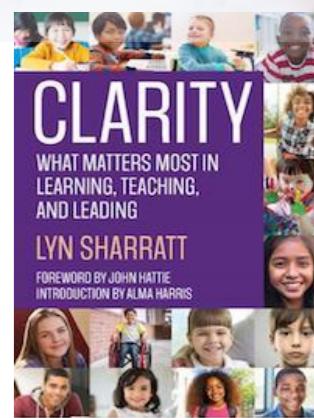
Shared Beliefs and Understandings among all staff that:

- All students can achieve high standards given the right time and the right support.
- All teachers can teach to high standards given the right assistance.
- High expectations and early and ongoing intervention are essential.
- Leaders, teachers and students need to be able to articulate what they do and why they lead, teach, learn the way they do.

Adapted from Hill & Crevola, 1999



CLARITY



Evidence of The 14th Parameter

Precision in practice
in every classroom

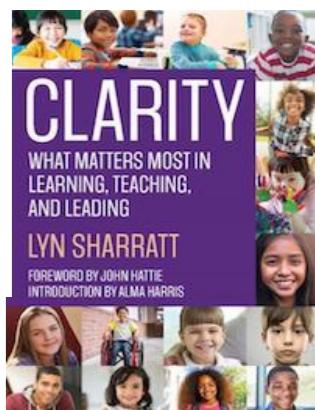
Learning walks and
talks

Parameter 14

Shared responsibility and
accountability

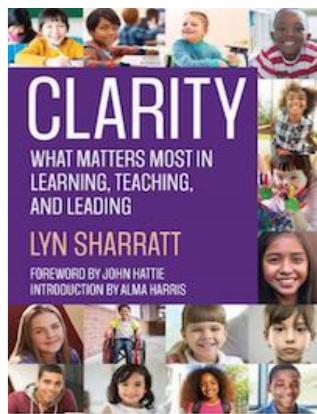
Case Management
approach

Learning Fairs -
celebrating small
wins



Crosby Heights Case Study

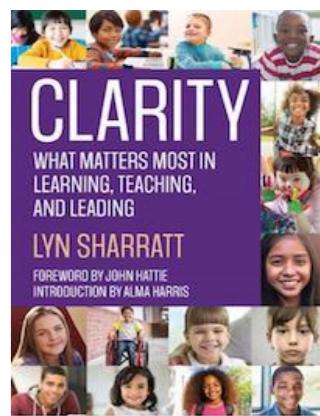
What necessary high-impact leadership strategies are required to do the 14 Parameter work to increase all students' achievement?



Putting the FACES on the Data – What Great Leaders Do!

Our FACES research described leadership in 3 areas:

- Knowledge-ability
- Mobilize-ability
- Sustain-ability



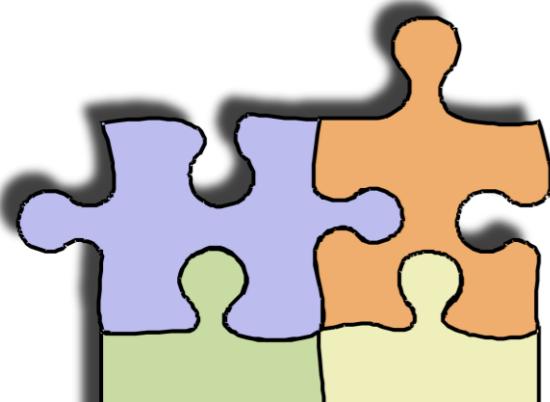
Jig Saw Activity

Read the Crosby Heights Case Study in Handout (pp. 2-6)

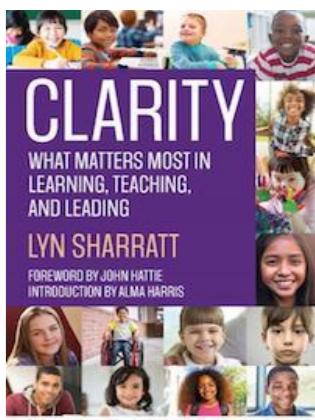
Code for Importance:

“K” Knowledgeable, “M” Mobilize-ability”, S” Sustain-ability

Discuss the Reading with your table partners.



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Pie Chart Team Directions

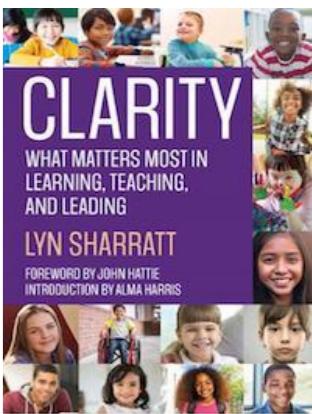
Academic Goal

Prepare a 'Pie' that captures what portion of time and what actions the school principal took in each category:

- Knowledgeable?
- Able to Mobilize Others?
- Able to Sustain the work?

Use the Leadership Self-Assessment Tool as well as the Case Study information.

Use evidence from the Case Study to substantiate what goes in your Pie



Pie Chart Team Directions

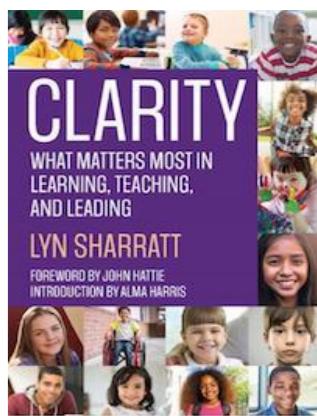
Social/Emotional Goal:

Equal participation and hear every voice

Accountability and Responsibility:

Team success depends on each of you being able to explain and defend every aspect of your Pie.

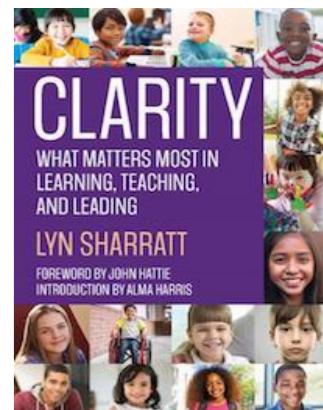
Sign your name to your ‘pie’ when you can do this — and are certain that your partners can too!



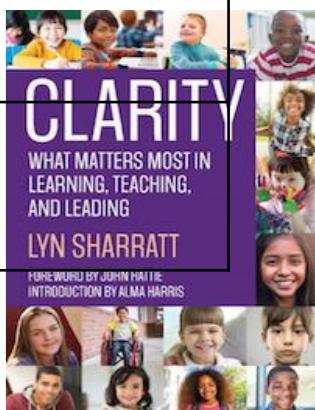
Is This a Robust Task?

- Are learners required to use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways?
- Is this task grounded in issues relevant to students' lives?
- Is there evidence that interdisciplinary work is required?
- Does this task involve inquiry and knowledge-building?
- Will this task promote creativity and curiosity?
- Is technology embedded?
- Will this task make students' thinking visible?
- How does this task promote students' thinking?
- Will this task require substantive conversation?
- Other?

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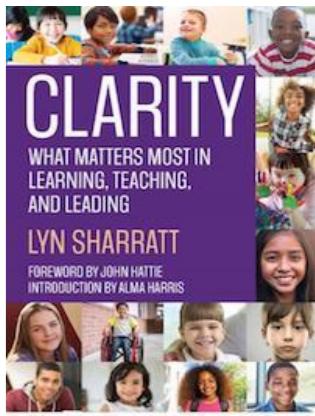
Content – Process -Application

Content	Process	How I can use it	Notes to myself
			 <p>CLARITY WHAT MATTERS MOST IN LEARNING, TEACHING, AND LEADING LYN SHARRATT FOREWORD BY JOHN HATTIE INTRODUCTION BY ALMA HARRIS</p>



LEADERSHIP

How do I help others get CLARITY
about their ‘moral purpose’?



Five Key Questions for Students & Teachers – Chapter 2

Students:

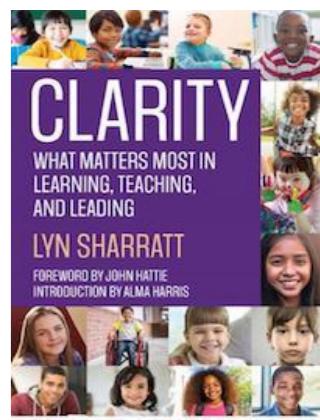
1. What are you learning? **WHY?**
2. How are you **doing**?
3. How do you **know**?
4. How can you **improve**?
5. Where do you go **for help**?

p. 75 FACES

Teachers:

1. **What** am I teaching?
2. **Why** am I teaching it?
3. **How** will I teach it?
4. How will I know when all students have **learned** it?
5. **What** next?

p. 103 FACES.



Tiers of Instruction

Early Intervention

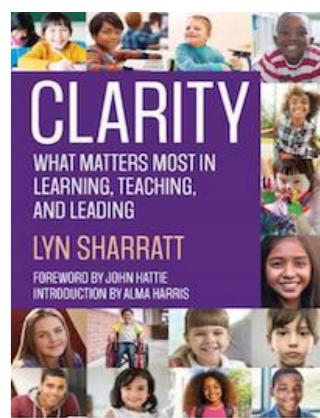
Escalation for support of students with the use of intensive instruction that directly serves the most struggling young learners.

Case Management

A systematic, scheduled forum to discuss & debate internal intervention.
An internal support mechanism for teachers focused on instruction.

Good First Teaching & Classroom Practice

Specific, intentional assessment used to design instructional strategies in every classroom.



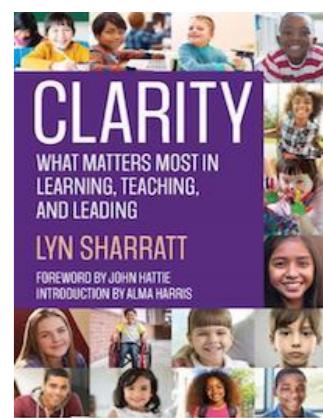
Tier 2: Case Management Approach

Parameter # 6 - CLARITY Chapter 7

Modeled – Shared – Guided - Interdependent

6. Case Management Approach

- Administrators and literacy leadership teams gather, triangulate, and report data for schools and students.
- Display performance data (data walls, data folders, smart boards, etc.) for staff to discuss and take collective responsibility for all students' improvement.
- Teachers identify the students with whom they need instructional help.
- Time tables reflect that specialist teachers in school provide instruction in classrooms to free up classroom teachers to attend case management meetings.
- Principals, literacy coaches, and classroom teachers come together in scheduled case management meetings during the school day.
- Classroom teachers present struggling students' work for collective problem solving.
- The team recommends instructional strategies to try, taking ownership.
- Teachers implement instructional strategies recommended in case management meetings.
- They return to follow-up meetings until student improvement is achieved.
- Many or all students benefit from the strategies tried for one student.



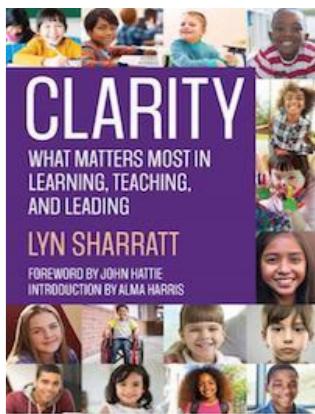
CLARITY is Parameter #6

Data Walls

- Common assessment
- Discreet place
- All staff
- Rich discussions about FACES

Case Management Meetings

- Principal attends
- Script for Chair
- Timetabled meeting
- A forum where teachers can bring students' work for recommended solutions
- Focus on instruction



Recording the Conversations at the Data Wall

DATA WALL KEY

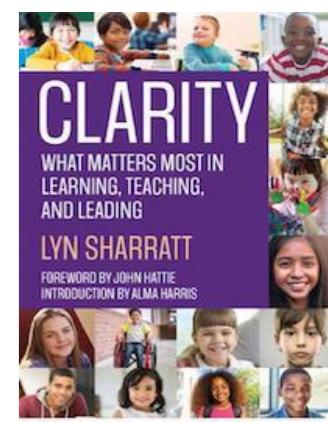
What data do we need to collect to help us to know, guide and challenge each of our students?

What data do we need to collect to help us to know, guide and challenge each of our students?

Points for
clarification
or discussion.

Points for clarification or discussion.

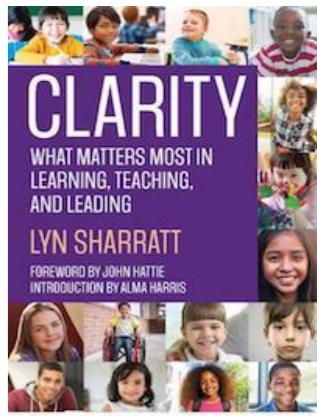
What scale will we use?



Putting FACES on DATA

HP Reveal

This ‘app’ on the Data Wall allows us to hear students’ voices!

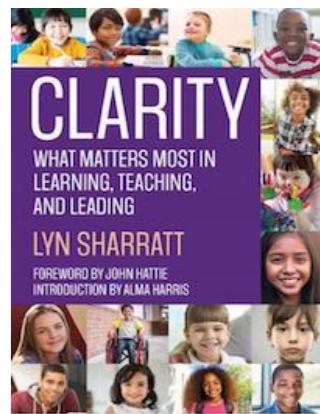


Building a Visual of Data

Develop a Data Wall by considering:

- What do the data say?
- What data will be used?
- How will the data be organized?
- What will the Legend be?
- How will you narrow the focus?
- How will you show expected level of progress?
- How will you show growth AND achievement?
- Design and add Problem-Solving stickies where needed
- Using Chart Paper, *keep track* of the process i.e. the decisions made

Reach consensus on the process!



Data Wall Building Team Directions

1. Academic Goal:

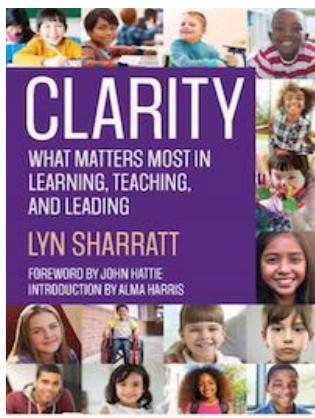
Create a Data Wall with the data given, and consider:

- a) the Process
- b) the Lessons Learned
- c) Recommendations

2. Social/Emotional Goal:

- a) Equal participation
- b) Accountability and Responsibility of all

Team success depends on each of you being able to explain every aspect of your team Data Wall.



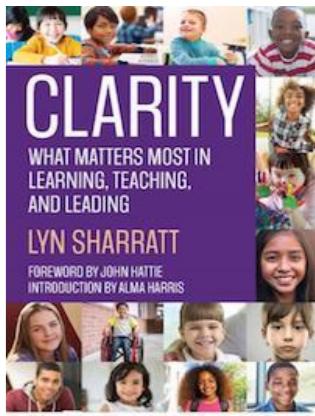
The Important Conversations

What recommendations do you have for the next level of work for:

- the Teacher?

Be prepared to explain your:

- Data Wall,
- Process Development, and
- Recommended Next levels of Work



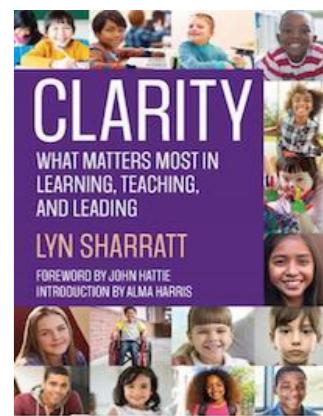
A Gallery Walk



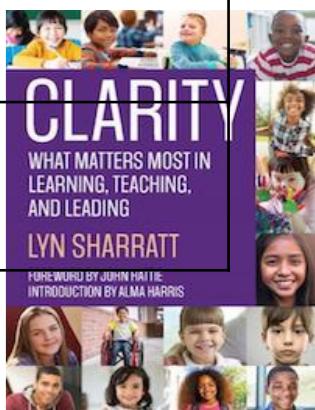
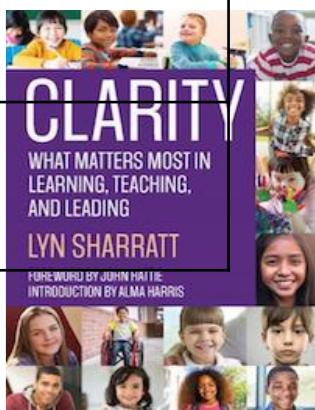
With your Learning Partner, walk along the hall, looking at the Data Walls.

Find one (or more) “Gee, I Never Thought of That” (GINTOT). Note it on your Post-it.

Take back to your table group for discussion.



Content – Process -Application

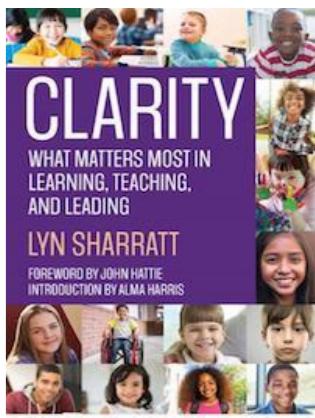
Content	Process	How I can use it	Notes to myself
			 <p>CLARITY WHAT MATTERS MOST IN LEARNING, TEACHING, AND LEADING LYN SHARRATT</p> <p>FOREWORD BY JOHN HATTIE INTRODUCTION BY ALMA HARRIS</p> 

The Case Management Meeting

Review the narrative in your Handout from Nagle College and Aspen Grove.

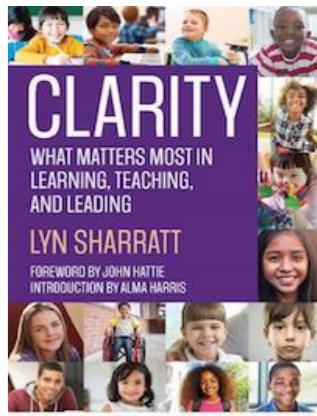
Note the steps in the process.

Discuss at the table: 'What are the Key Steps?'



Experience An Example of a CM Meeting

Use an example from Lyn's Website:
www.lynsharratt.com

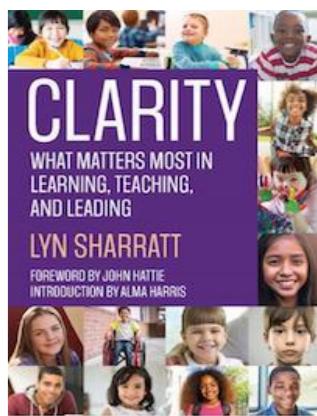


Using the Template

The Case Management (CM)Template is a pre-viewing guide for watching the video clip and also for conducting the CM meeting.

Notice the focus is on:

- 1) **What the student CAN** do and build on strengths
- 2) **Instruction** – it is **NOT** about the identification of students with Special Needs



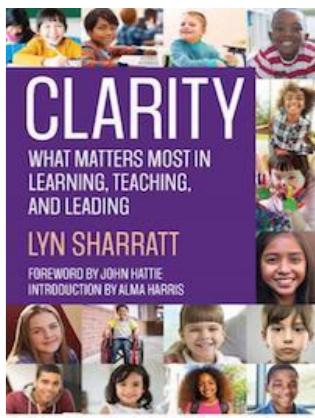
Debrief: Discuss How the Meeting Went!

Consider:

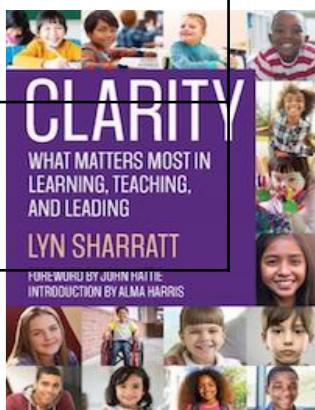
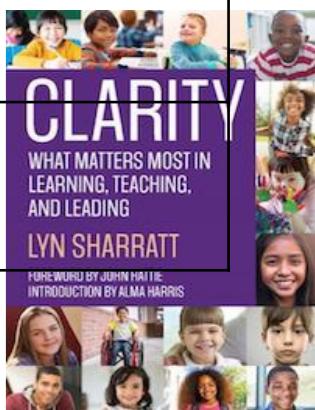
What worked?

What didn't work?

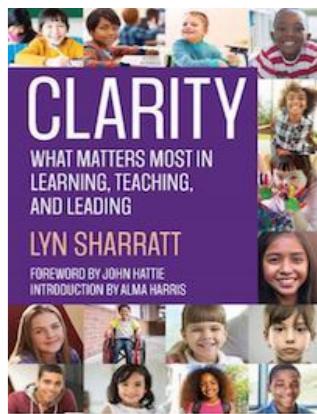
How will this work in your context?



Content – Process -Application

Content	Process	How I can use it	Notes to myself
			 <p>CLARITY WHAT MATTERS MOST IN LEARNING, TEACHING, AND LEADING LYN SHARRATT</p> <p>FOREWORD BY JOHN HATTIE INTRODUCTION BY ALMA HARRIS</p> 

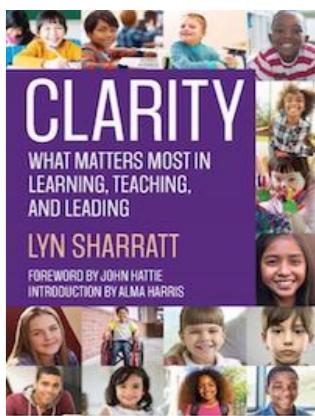
PLANNING TIME



Success Criteria

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- name the look-fors in using the 14 Parameters as a tool to improve teaching and learning and hence improve student outcomes;
- articulate your Next Steps;
- network with others and learn from each other;
- commit to action.



Thank You!



lyn@lynsharratt.com @LynSharratt
www.lynsharratt.com #FACSELyn

Join the “Educational Leadership Group” on LinkedIn (70,000 members to date!)

