

Closing the Achievement Gap



Leaving No Child Behind

Developed from the Contents of
Reginald Leon Green's

Practicing the Art of Leadership:
A Problem-based Approach to
Implementing the ISLLC Standards



Chapter 7

Closing the Achievement Gap

To close the achievement gap, leaving no child behind, the school leader must formulate a planning team and guide the faculty through a series of sequential steps, making instructional decisions based on data analysis.



The Sequential Steps



**SEQUENTIAL STEPS for
Closing the Achievement
Gap**

Step 10: Conduct a Summative Evaluation

Step 9: Conduct a Formative Evaluation

Step 8: Implement the Change

Step 7: Build the Capacity if It Does Not
Exist

Step 6: Assess the Capacity for Change
and/or Modification

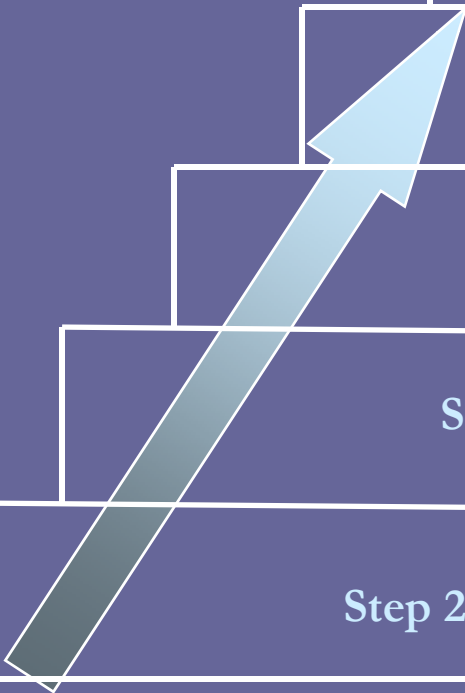
Step 5: Identify the Needed Change
and/or Modification

Step 4: Assess the Cause(s) of the Discrepancy

Step 3: Identify the Discrepancy

Step 2: Assess the Current Conditions

Step 1: Define the Standard of Excellence



Defining the Standard of Excellence

Establishing a Shared Vision

Step 1



Essential Question

in defining the standard of excellence

What do our students need to know and be able to do?

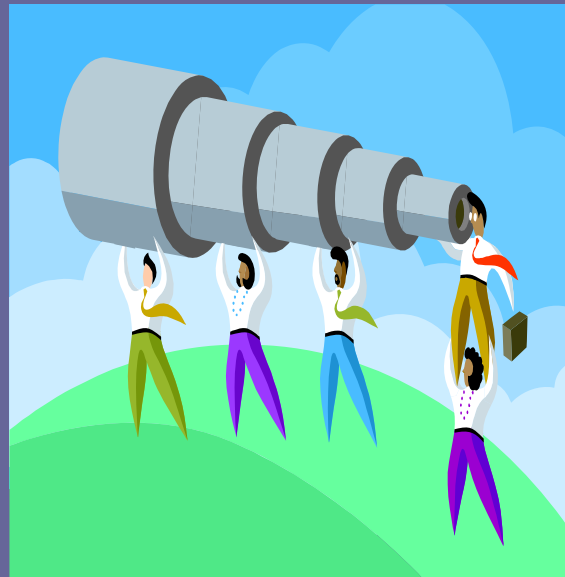


Conducting an Instructional Inquiry

- What are the current instructional trends?
- How do children learn?
- How do adults learn?
- What are the most effective instructional approaches and under what conditions do they work best?

Creating the Vision

The Standard of Excellence
for Our Students



Assess Current Conditions

Step 2



Essential Questions

- In which areas do our students excel?
- In which areas do our students need assistance?



Assessing Current Conditions

The Process

- Student data must be collected both individually and collectively.
- Student data must be collected by grade, subject, and skill sets.



Assessing Current Conditions

The Process

- Teacher data must be collected both individually and collectively.
- Teacher data must be collected by grade, subject, and skill sets.



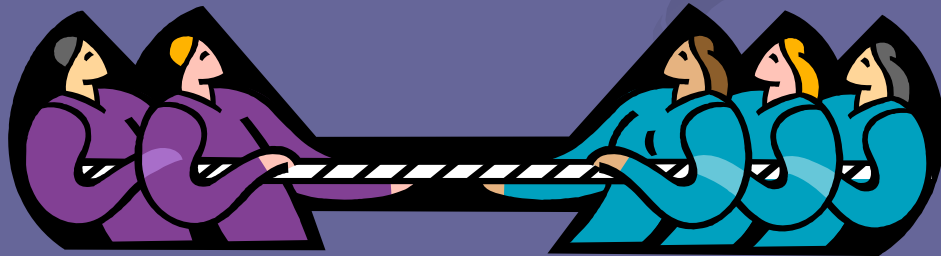
Assessing Current Conditions

Seeking the Answer



Identifying the Discrepancy

Step 3

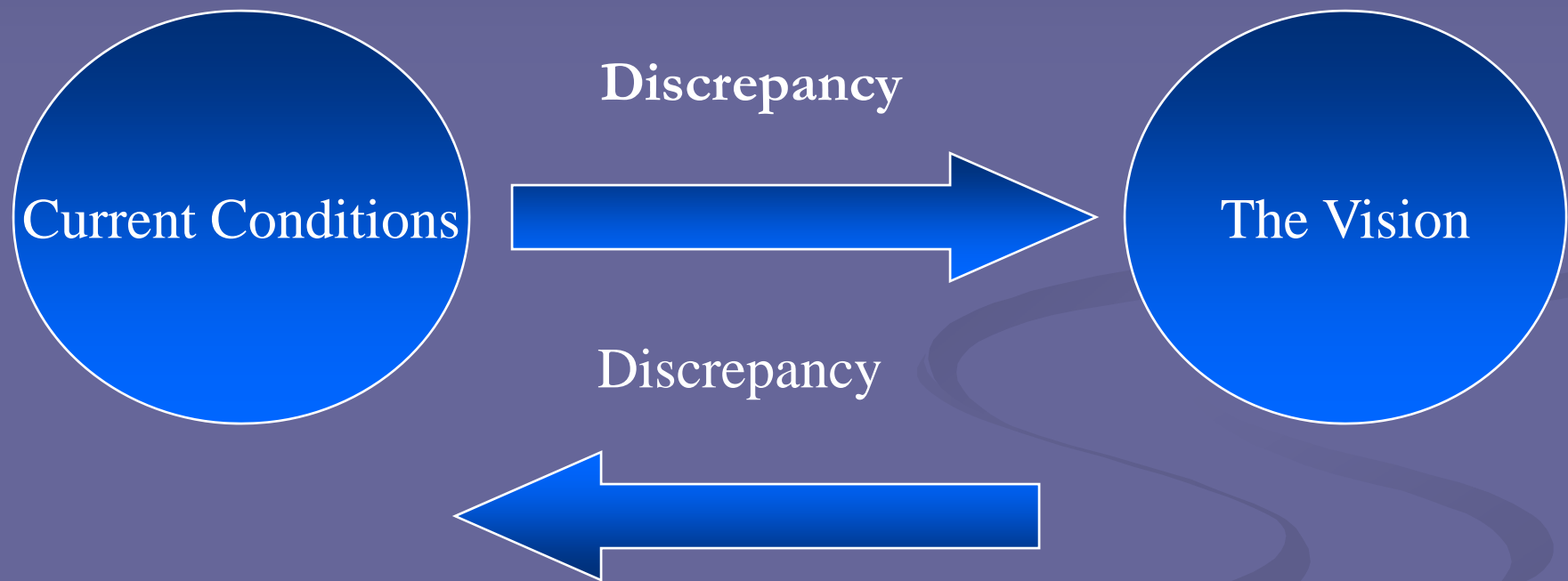


Identifying the Discrepancy

- Making a determination of the difference between current conditions and the established standards.



Creative Tension



Assessing the Cause of the Discrepancy

Step 4



Assessing the Cause Data Analysis

- What does the Terra Nova data say to us?
- What skills do students most often fail to master?
- Where are those skills taught?
- Who teaches those skills?
- What resources are being used?

Assessing the Cause

- Assessing the internal and external culture
- Assessing the internal and external climate
- Reviewing teacher readiness levels



Assessing the Cause

- Teaching styles
- Student learning styles
- Relationships
- Student attendance
- Student discipline



Understanding Self and Others



Understanding Others



- Who works in this school?
- What do they believe and value?
- What do they believe about school and the schooling process?
- Where does the strength of the faculty lie?

Understanding Self

- What do I believe?
- What are my strengths?
- What is my area of expertise?



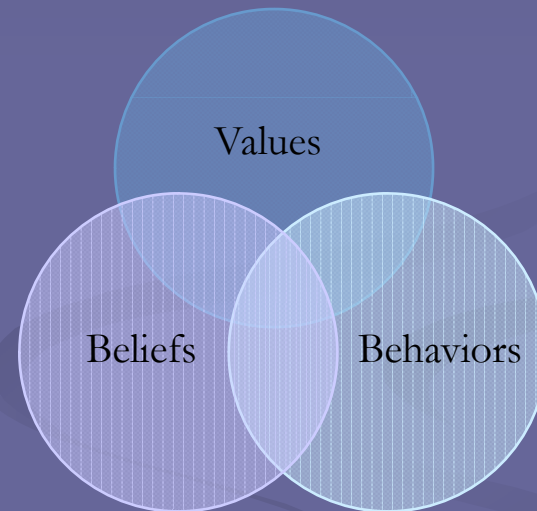
Understanding the Culture of the School and Community



The Community

- Knowledge of the values and beliefs of the people served by the school and those who live in the community

Knowledge



Essential Questions

- Who does this school serve?
- What do the parents value?
- What do they believe about the school and the instructional process?

Perceptions of Students

- Knowledge
- Understanding
- Respect
- Appreciation
- Teaching



Interpersonal Relationships

- Principal/Teacher Relationships
- Teacher/Teacher Relationships
- Teacher/Student Relationships
- Teacher/Parent Relationships

Identify the Needed Change or Modification

Step 5



Assessing the Needs

What Needs to Be Changed?

- Instructional materials/programs
- Professional personnel/ratios
- Instructional knowledge base/strategies
- Climate
- Assessment system
- Time on task

Professional Curriculum Planning

- Developing a plan to remove the discrepancy
 - The basic question: What do students need to know, understand, and be able to do in order to reach the established standards?

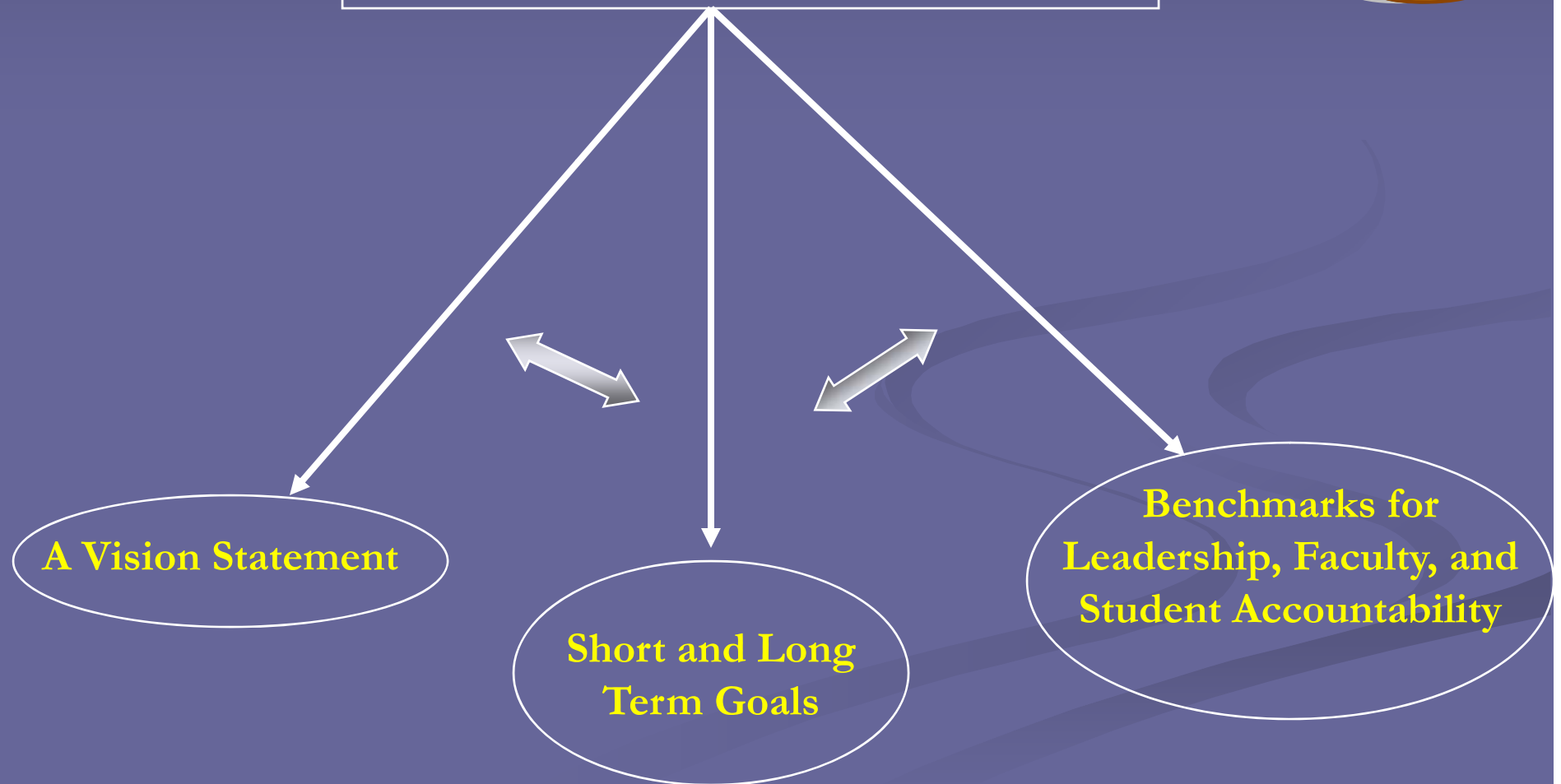
Curriculum Revision

- What are we going to change? Why are we going to change? When are we going to change? What are the anticipated results?





Meeting the Standard of Excellence



Assess the Capacity for Change and/or Modification

Step 6



Change Capacity

Conducting Inquiry into Faculty Readiness

- Level of dissatisfaction
- Short and long term costs
- The extent to which the faculty understands the vision
- The consequences of the change
- The degree of difficulty in making the change

Build the Capacity for Change if It Does Not Exist

Step 7



Build the Capacity for Change if It Does Not Exist

- Establish effective lines of communication between the school leader and the community.
- Secure community support for the change concept.
- Acquire expertise in the new program concept.
- Drive fear out of the school.

Build the Capacity for Change if It Does Not Exist

- Work out collective bargaining regulations that facilitate change.
- Acquire necessary approvals from the State Department of Education.
- Identify sources of the necessary resources.
- Utilize effective change strategies.

Implement the Change

Step 8



Program Implementation

- Pool the resources of the school and community to implement the plan.
- Implement a professional development plan that addresses teacher needs.
- Implement an assessment model that will continuously provide data on both teacher and student needs.

Program Implementation

Effective Instructional Approaches

- Small Group Instruction
- Cooperative Groups
- Project-based Learning
- Coaching
- Interdisciplinary Units

Program Implementation

Effective Instructional Strategies

Concepts vs. Facts

Direct Instruction vs. Lecture

Conducting Inquiry vs. Worksheets

Conduct Formative Evaluations

Step 9



Assessment

- Pupil
- Program
- Formative



Conduct a Summative Evaluation

Step 10



Assessment

- Pupil
- Program
- Summative



Enhanced Student Achievement



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