The Implementation Challenge: Connecting CCSS to Improved Teaching & Learning

Tim Tatsui, Ed.D.
timothy.tatsui@pearson.com
Recent Publications & Studies


- Recognized by Learning Forward (NSDC) for 2010 Best Research Award
- Recognized by National Commission on Teaching & America’s Future
Problem: The “Inspection” Method Prevails

INPUTS

• Standards & Assessments
• Policies & Guidelines
• Federal Funds
• Materials & Curricula

OUTPUTS

Improved Student Achievement

Classroom Practice

Accountability Pressures

(Stigler, Education Week, 2010)

(Ermeling, 2005, Used by Permission)
Alternative: Translating “Inputs” into Improved Student Achievement

**INPUTS**

- Standards & Assessments
- Policies & Guidelines
- Federal Funds
- Materials & Curricula

**OUTPUTS**

Improved Student Achievement

Supporting the Ongoing Study of Teaching & Learning

(Ermeling, 2005, Used by Permission)
## Learning Teams: Evolution of the Research

<table>
<thead>
<tr>
<th>Phases</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1970’s and 1980’s</strong></td>
<td>Kamehameha Early Education Project (KEEP)</td>
</tr>
<tr>
<td><strong>1989-1996</strong></td>
<td>Single School Case Study: Freeman Elementary School Project</td>
</tr>
<tr>
<td><strong>1997-2003</strong></td>
<td>Scale Up Project</td>
</tr>
<tr>
<td></td>
<td>Los Angeles Unified School District (LD1 &amp; 2 schools)</td>
</tr>
<tr>
<td><strong>2004-Current</strong></td>
<td>Learning Teams Scaling:</td>
</tr>
<tr>
<td></td>
<td>Secondary Research and Development and Elementary Replication Studies</td>
</tr>
</tbody>
</table>
# Learning Teams: Evolution of the Research

<table>
<thead>
<tr>
<th>Phases</th>
<th>Books, Journal Articles, Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamehameha Early Education Project (KEEP)</td>
<td></td>
</tr>
</tbody>
</table>

**LT Central Premise:** For schools to be productive places of learning for students, they must also be productive places of learning for teachers and administrators.
# Learning Teams: Evolution of the Research

| Scale Up Project Los Angeles Unified School District (LD1 & 2 schools) |  |
Scale-Up Study Results

Over this five year period, LT schools demonstrated statistically significant gains on state assessments:

- 41% above and beyond the rate of gains in comparison schools for the overall student population

- 54% above and beyond the comparison schools for the Latino population
Inside the Black Box of School Change: A Qualitative External Evaluation

Compared to Non-LT schools, Learning Teams schools had:

- Wider Distribution of Leadership
- More Effective Team Meetings
- Sharper Focus on Academic Goals & Outcomes
- Stronger Collective Commitment
- Higher Expectations
- Attributing Outcomes to Teaching
## Learning Teams: Evolution of the Research

|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
Addressing Common Student Needs (The 7 Steps)

**Step 1**
Identify and clarify a student need to work on together

**Step 2**
Formulate a clear objective for each common student need

**Step 3**
Identify and adopt an instructional approach to address each need

**Step 4**
Plan and prepare to deliver lessons in the classroom

**Step 5**
Deliver the lessons in the classroom: make consistent and genuine efforts

**Step 6**
Analyze student work to evaluate whether instruction met the need

If necessary, formulate a new objective and/or adapt the instructional focus for each iteration.

**Step 7**
Reassess: repeat cycle or move on to another area of need

Tested Protocols
Stable Settings Training & Assistance

Contextual inputs (e.g. standards, curriculum, etc.)

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

(Founder, 2004; Fzenving, 2012)

Student Outcomes

Classrooms

Analyze

Plan

Teach

Facilitator Meeting (aka: ILT)

Teacher Workgroups

Learning Teams Advisors

Principal Planning Meeting

(Goldenberg, 2004; Ermeling, 2012)
Perseverance until there is progress on key indicators

It is not how long a team works on a problem that determines if they see a cause-effect connection, but whether they persist until it is solved.

Once they see tangible student gains, teachers are less likely to assume, “I planned and taught the lesson, but they didn’t get it,” and more likely to adopt the more-productive assumption that “you haven’t taught until they’ve learned.”

(Gallimore, Ermeling, Saunders, Goldenberg, 2009)
The LT process has made me more focused on what to teach, why (based on S results) and really looking at how.

Teachers have different ideas about the same thing so having the discussion about these “concepts” or “vocabulary” has clarified the instruction that goes along with it.

When planning, we need to look at how we teach as well as what we teach. Looking at the curriculum, but also reflecting metacognitively about the way we teach.

Learning Teams helps us to look at successful student work and then identify what is responsible for that success in our instruction so that we can duplicate it.

For myself, I have started to reflect on how I can plan my instruction more purposefully and help to make students aware of their learning process.

It has helped me to take the time to focus, analyze, evaluate and collaborate with my grade level peer on our objectives for students. Having the collaboration time and discussions allowed us to grow as learners. It makes me understand the true value/power of collaborative discussions and strategic planning.

It makes me more reflective about my teaching and I am more cognizant of the way I teach and what to look for in my S as evidence of learning.

Collaboration and articulation is now systematic. The LT process keeps us focused on 1 particular need. It also allows us to look at our instructional practices, which is uncomfortable for us. But we do so in a non-threatening, collaborative process.

This being our first year in LT, it has helped my colleagues & myself be more reflective of our teaching. It has also lead to more purposeful discussions about instruction and student needs/strengths. Discussion among some LT groups have gotten to a deep level of understanding.

Learning Teams has been very valuable because it sets aside time to meet as a grade level and as an ILT to collaborate. I feel for the first time we’re all focused on the same goal and we know what’s happening in each of the grade levels.
LT Settings and Assistance Links

- Monthly LT District Planning Meetings (2 hours)
- Monthly Regional School Admin Meetings (2-3 hours)
- Monthly Site-Based Admin Planning Meetings (1-2 hours)
- Monthly Site-Based Facilitator Meetings (aka: ILT) (90-120 minutes)
- Site-based Teacher Workgroup Meetings [3-4 a month] (50-90 minutes)

Learning Teams Advisors

Results: Student Outcomes

Classrooms