CHAPTER 2

The Power of Putting FACES on the Data

In education systems, moving toward goals defined by our shared beliefs and understandings starts with collaboratively structured plans based on shared specificity and consistency of good practice across all classrooms in all schools—without imposing it (which we know doesn't work). But which practices are so impactful that they become non-negotiable, expected operating norms in every classroom? How do we ensure these practices are in fact delivered in every classroom? If we believe that every child can learn and has the right to learn, then we need to determine that every child has learned.

To optimize classroom teacher effectiveness, we need to know on a continuing basis that every child is learning by implementing ongoing assessment and by incorporating that information about each child's learning into daily instruction. This process—assessment becomes instruction—should become a non-negotiable practice. If we believe all teachers can teach if supported with the right resources and Professional Learning, we need to offer them rich, easy-to-use inputs, including putting the FACES on the data, so that they can do what it takes to reach the goal of every student learning. Doing so is the system's responsibility to the students and it is necessary to guarantee every teachers' right to teach like an expert.

Genesis of the Dialogue With Educators

From research and experience we know that when teachers understand how students are performing, that knowledge enables them to present or to ask more appropriate questions. However, there are so many forms of information, so many types of data available, and so many students in our classes that sometimes teachers become bewildered, in the sense that if they knew what information was important, and how to cut through all the other "stuff," they would more readily know what to do in their classrooms with each of their students. "If only I could put FACES on the data" is a comment we have heard dozens of times in working on system-wide implementation and on approaches to improve student growth and achievement.

Starting with this notion of the "faceless glut" of data, we approached hundreds of professional educators with whom we were working in the United States, Canada, the United Kingdom, and Australia for their views on three questions and to gather examples or stories we could share. These are the questions we asked:

1. Why do we put FACES on the data?

2. How do we put FACES on the data?

3. What are the top three leadership skills needed to put FACES on the data?

When and How We Asked the Research Questions

In group sessions we had the cooperation of and received input from 507 educators from across the globe. We used a Placemat format to gather the data (see Appendix B) and gave the participants time to provide open-ended responses to the first two questions and to reach consensus on the third question. Participants included directors of systems, superintendents of regions within systems, principals, vice principals, curriculum consultants, instructional coaches, support teachers, and many classroom teachers.

We were delighted with the response—not one of the 507 respondents lacked for definite opinions! In this chapter, we discuss and display the general findings from the three questions. The details from question 1 follow in this chapter. Question 2 is answered in depth in Chapter 3 (Assessment) and Chapter 4 (Instruction). The top three leadership skills as defined by practitioners are examined in Chapter 5.

In reviewing the responses, we noted a number of broad generalizations with implications for communicating the importance of using data correctly and with impact at varying levels within an organization. In sum, messages must be target specific—which sounds parallel to the importance of understanding student data, doesn't it?

Table 2.1 displays the number of responses received to each question. These are the generalizations we noted from the data:

1. The questions received very different numbers of responses.

2. Respondents understand and report a broad range of reasons for putting FACES on the data.

3. Respondents often used the 14 Parameters (Sharratt & Fullan, 2009, 2012) or other common language that clustered readily.

4. Respondent groups provided approximately 2.2 responses per person for question 1, showing their interest in the *humanity* aspects of putting FACES on the data.

5. Respondent groups provided approximately the same number of responses per person for question 2 as for question 1, showing they had definite opinions about and viable experiences in putting FACES on the data.

6. Participants (placed into small groups, usually of four) were asked to reach consensus on the top three leadership skills before responding to question 3. As a result, the overall number of responses to question 3 is many less than for questions 1 and 2.

Table 2.1   Number of Responses Received for Each of the Three Questions Asked

Question	Question Asked	Number of Responses	Percentage of Responses
1	Why do we put FACES on the data?	1,102	43
2	How do we put FACES on the data?	1,095	43
3	What are the top three leadership skills needed to put FACES on the data?	369	14
	TOTAL:	**2,566**	**100**

Research Findings: Question 1

Research question 1 (Why do we put FACES on the data?) had 1,102 individually crafted responses, which when clustered, fell into four categories: human-emotional, instruction, assessment, and owner-ship. Figure 2.1 demonstrates that 46 percent of responses focused on the human-emotional connection to the question, 29 percent of the responses focused on the connection to instruction, 13 per-cent focused on the ownership connection as the reason for put-ting FACES on the data, and 12 percent focused on the assessment connection for putting FACES on the data. The pattern of these responses confirms the theme of this book—putting FACES on the data. What excites and motivates humans, teachers all the more so, is emotional connections to other humans with respect to current life situations. In fact, when you take this connection and incorpo-rate *instruction*—both values on the human condition—fully 75 per-cent of respondents identified with **this core moral purpose.**

The responses grouped into each of the four clusters are shown in Table 2.2. Each identified cluster may have had dozens of unique responses, which have been reduced to exemplars of thinking and expression. We believe most educators and parents will understand and relate to these clustered responses.

Table 2.2 displays the summary phrases for clustered responses collected for question 1. Once listed, summary phrase items were totaled within the clusters and ranked by the number of mentions underlying each. The ranking appears in the right-hand column and is for the entire collection of items, as opposed to representing rankings within each cluster. Line items with similar ranking were scored as ties with the subsequent ranked line item skipping one numbering position to accommodate the tie.

Figure 2.1 Question 1: Why Do We Put FACES on the Data—Clustered Responses by Percent

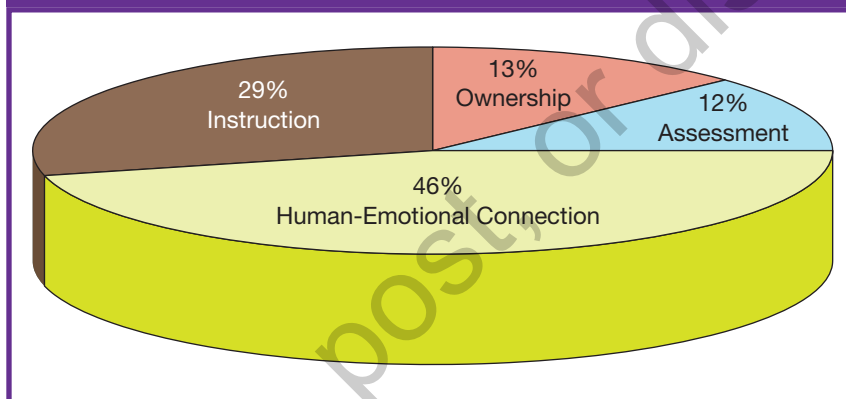| Cluster	Responses	Rank
Table 2.2	Question 1: Why Do We Put FACES on the Data?—Items in Clustered Responses	
Human-Emotional	Add a personal, human, emotional element	1
	Encourage all system, school members to make the work personal, motivating, meaningful	3
	Identify areas of need for individual students	4
	Make our work about the real students	5

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Cluster	Responses	Rank
	Know all your students	6
	Be engaged with, make connection to learners	11
	Support individual growth	14
Instruction	Align teaching strategies	2
	Specify strategies required for improvement	6
	Ensure success for all—no one gets left behind	12
	Base teaching on student aptitudes and interest	13
	Support effective teaching practices	15
	Bring moral purpose to our work	16
	Engage students in the teaching and learning process	18
	Inform curriculum decisions and resource allocation	21
	Set goals for future instruction	26
Ownership	Promote shared responsibility for student success, collective responsibility, commitment	8
	Promote accountability	9
	Make a connection with the parents	23
	Use the research to guide the practice	25
Assessment	Understand if the processes and strategies we are using are having an impact	10
	Identify students who are struggling and require additional supports	16
	Find, measure, and celebrate success	19

Cluster	Responses	Rank
	Target those students who may require special strategies to achieve curricular learning goals	20
	Identify possible groupings of students with like needs	22
	Look for trends (e.g., socioeconomic, cultural, family circumstances, English language learners)	24

The human-emotional connection was the highest overall ranked cluster. Five of its seven line items fall into the top ten of all mentioned responses. Instruction and ownership each have two in the top ten, whereas assessment has one in the top ten, and that is number 10.

Responses from the 507 respondents define *our why* by indicating that putting FACES on the data helps them

- Know the students (personal, human-emotional element; encourage colleagues to make the work personal; make our work about the real students; know your students)

- Plan for them (align teaching strategies, specify strategies required for improvement)

- Ensure everyone knows they are responsible or "own" **all** students (all are our students, promote accountability)

- Assess progress widely and for individuals (understand if the processes and strategies we are using are having an impact)

Figure 2.2 represents graphically the item distribution in response to question 2: How do we put FACES on the data? Table 2.3 summarizes the 1,095 individual responses from the 507 respondents. Gathered into three clusters, the data set is a collection of 19 topics that themselves are compilations of like-responses. The uses of data fall into three clear categories that we would call assessment oriented, instruction oriented, and learner-identity oriented. If, as a teacher, you combine these three orientations, you come pretty

close to becoming *a teacher of choice, one who can effectively help ALL students learn.*

As seen in Figure 2.2, the overall split of responses among assessment, instruction, and knowing the learner were 36 percent, 39 percent, and 25 percent, respectively. Respondents provided the largest number of responses for the first item—assessment *for* learning and assessment *as* learning to determine the next steps in learning—over 220 responses. Respondents were the next most responsive in the instruction category—collaborative use of evidence gathered for group input, those opportunities taken when teachers bring all their evidence of student work to grade meetings, co-teaching meetings, or to special group meetings designed specifically to discuss instructional challenges (see discussion of case management meetings and co-teaching in Chapter 4).

Figure 2.2 Question 2: How Do We Put FACES on the Data—Clustered Responses by Percent
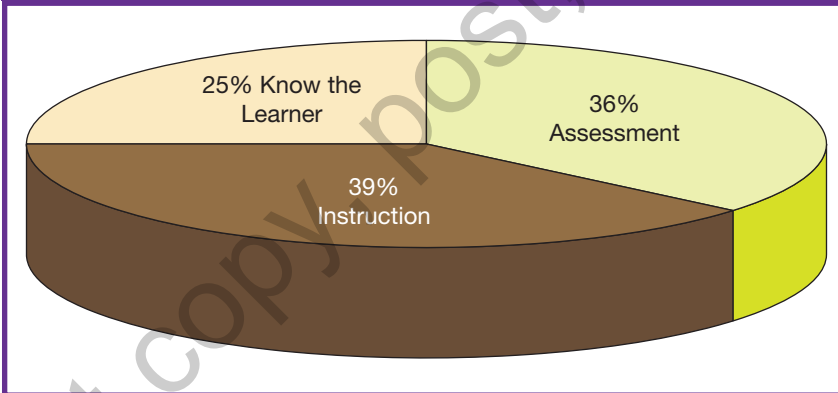
Table 2.3 Question 2: How Do We Put FACES on the Data?—Items in Clustered Responses

Cluster	Responses	Rank
Assessment	Assessment of learning and to determine next steps in learning—tracking walls	1
	Collect, monitor data to track students' progress on intervention program over the year	5

Cluster	Responses	Rank
	Goal setting—clear, identified goals for individuals and classrooms for a period of time	9
	Assessment results used to identify groups of like abilities and specific learning strategies	10
	Assessment to develop profiles of need for individual students	16
	Data analysis to determine trends, patterns among students, classes, and groups in the school	19
Instruction	Collaborative use of evidence gathered for group input	2
	Discussion of specific student work in school teams to discover new strategies with teacher	3
	Adapt styles of teaching to match styles of learning as evidenced in data	6
	Identify *target students* for interventions—usually bottom three students in the class	10
	Identify *marker students* whose work samples are brought regularly to grade or team meetings: usually an underperforming, at level, and above level student in each class	12
	Celebrate successes at every stage of learning; assume all students will have success	15
Know the Learner	Engage students (e.g., in making decisions about what to learn and mode of assessment)	4
	Build meaningful relationships using information about the learner to build trust, confidence	7

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Cluster	Responses	Rank
	Get to know each student's learning style and interests to capture their attention	8
	Have all student's teachers look at the student's full-work portfolio to understand whole student	13
	Use photos everywhere; ensure no student name goes unknown; highlight all who need help	14
	Believe in Parameter #1—all students can learn if all teachers understand the data-driven strategies	17
	Engage parents in dialogue early, often; be sincere in offering them ideas, asking for their help	18

Balancing the two notions of assessment to lead instruction and data that can enlighten a group of teachers about a student's performance is the concept that putting a FACE on the data can inform the teacher and other staff about a student sufficiently that they can begin to form a working relationship with that student. *Respondents feel that the more a teacher can know about each learner, the greater the opportunity to break through, to create trust, and to show the teacher's respect for every student.*

Within the assessment cluster, responses included the following:

- To *set goals so that teachers can prepare lessons* and break lessons into learning style segments to match what their class data sets say

- To *identify trends in learning or low levels of learning* coming from other grades or classes or from communities within classes

Within the instruction cluster, responses included the following:

- To *identify and target students early for interventions* and for potential ongoing monitoring by others

- To be able to *adapt teaching styles to learning styles* as noted in the various forms of assessment done in class during the early part of the year and in an ongoing manner

Knowing the learner responses can be divided evenly among the following:

- Learning everything a teacher can about every student to *build a positive environment* for all students

- Using technologies like digital photography and video to *name the student* so that as many staff as possible can know as many students as possible, especially those in their divisions or in classrooms next door, again, to provide a positive learning environment for all FACES

- *Knowing the parents* and having them *become learning-teaching partners* with the student and the teacher, as their influence can be (should be) very powerful and positive

As shown in Figure 2.3 and Table 2.4, the respondents clearly identified three critical leadership skills. Responses were spread more evenly across these clusters than they were for questions 1 and 2. This even spread of importance may have been due to the collaborative manner in which the small (usually four-person) groups produced their lists of the top three leadership skills. Respondents talked to key elements of leadership theory: vision, leader-learner, and preparation of and participation in a sustainable, purposeful working environment or culture. They want someone who

- Will know what to do (*knowledge and understanding of impactful practices, is professional; is an effective manager of resources, the structure, time, human resources available; is a teacher but is leading, as lead learner, modeling continuous improvement*)

- Is visible and gets people moving in the same direction (*involved in meetings, with the data, in Professional Learning sessions—leading and learning, communicates consistent messages precisely in words and follow-through actions, someone who everyone sees because they are visible in classrooms*)

- Leads for the long term (*builds and sustains strong relationships to foster trust, positive environment of trust, is a committed advocate for the learner, and shares responsibility for each student's progress*)

The respondents clearly value leaders who will work with them through instructional conundrums they may have with students, because when those students succeed, the teachers and often the whole staff will have learned new skills together to apply at other times. *Using data to lead, modeling collective capacity for collaboration, and empowering through shared leadership were other key skills that respondents noted* (discussed in more detail in Chapter 5).

All these findings corroborate what we know about effective leaders (for example, principals). Above all, they *participate as learners* in helping teachers figure out how to make instructional improvements. **Leaders who participate do learn** and are appropriately named *learning leaders*. Their "know-ability" "mobilize-ability," and "sustain-ability" get stronger as they learn. They become more effective and more appreciated for being so.

Figure 2.3 Question 3: Three Leadership Skills Identified—Clustered Responses by Percentage

45%
Know-ability

33%
Mobilize-ability

22%
Sustain-ability
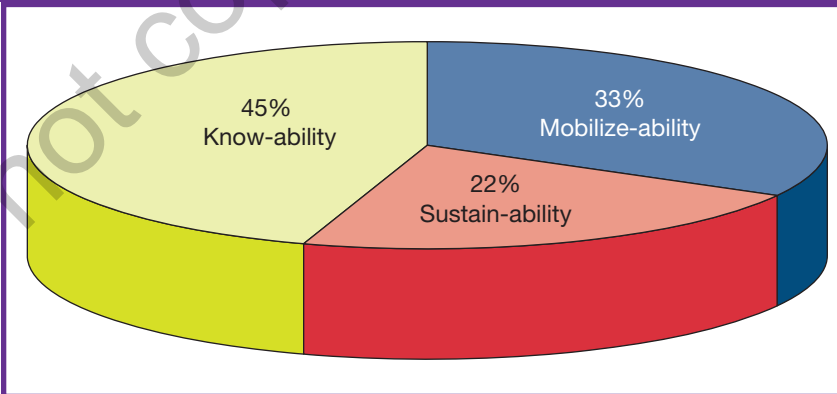
Table 2.4	Question 3: Three Leadership Skills Identified—Items in Clustered Responses	
Cluster	**Responses—Skill Items Defined**	**Rank**
Know-ability	Knowledge and understanding of impactful practices, professional	1
	Having a strong, compelling message	4
	Effective management of resources, structure, lead organization to gather data, meetings, accountability	6
	Effective management of human resources; looks after well-being of the team	9
	Capacity building for collaboration, empowering through shared leadership, recognizes contributions	10
	Leader as "lead learner," why this, why now, modeling continuous learning	11
Mobilize-ability	Instills collaborative culture focused on shared values	2
	Effective communication skills, delivering clear consistent messages	3
	Ability to motivate and inspire others	11
	Being involved and visible—in meetings, with the data, in Professional Learning	11
Sustain-ability	Building and sustaining strong relationships to foster trust	5

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Cluster	Responses—Skill Items Defined	Rank
	Creating positive environment of trust and encouragement, nonthreatening	7
	Committed to advocate for learners, to shared goal that each student's progress is a shared responsibility	8

Clustering the Parameters

The graphs in Figures 2.1, 2.2, and 2.3 show how the research data allow us to cluster the 14 Parameters from our previous work in *Realization* (Sharratt & Fullan, 2009) into four big ideas that we call *improvement drivers*. To zero in on putting FACES on the data, these are the things that impactful leaders and teachers do. These four drivers are underpinned with our foundational belief in Parameter #1— the answer to question 1: all students can learn and all students have a right to learn, as discussed in this chapter. Table 2.5 organizes our thinking about how we take the research data, weave in our previous research work with the 14 Parameters, and unfold the story in the remaining chapters in this book. We are now in a position to answer clearly the question, why do we put FACES on the data?

Why Do We Put FACES on the Data?

In every block of marble I see a statue as plain as though it stood before me, shaped and perfect in attitude and action. I have only to hew away the rough walls that imprison the lovely apparition to reveal it to the other eyes as mine see it.

—Michelangelo, 1475–1564

Revealing "the lovely apparition" is our work. Adding a human-emotional element to our work is what makes teaching "the

noblest of all professions"—and also the most complex yet motivating and meaningful. Feedback from teachers and leaders across the world defined our work as making connections with learners to find FACES in the data and then to make "statues of exquisite beauty appear from sometimes rough-hewn stone." Not only in the answers to question 1 but also in the answers to questions 2 and 3, **the common theme of knowing learners as real students with real-life stories emerges**. Comments such as "know the child—grow the child" call us to place students at the center of what we do in teaching and learning, *making data today become instruction tomorrow for each one*. In considering leadership skills needed to do just that, respondents mentioned the importance of tying leadership decisions to the instructional core and monitoring that moral purpose in every school, believing that every student has the right to be known, literate and successful. This book is about finding "the lovely apparition" and being the best we can be to carve and create real people.

Table 2.5 Four Drivers Answer Our Questions			
Research Question	**Drivers**	**Clustered Parameters**	**Chapter**
1. Why do we put FACES on the data?	Our moral imperative: All students can learn and have the right to learn.	Parameter #1: Shared Beliefs and Understandings: • All students can learn • All teachers can teach • Early and ongoing intervention and high expectations are critical • Teachers, leaders, and students can articulate why they do what they do	2

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Research Question	Drivers	Clustered Parameters	Chapter
2. How do we put FACES on the data? Part 1	1. Assessment	Parameter #5: Early and Ongoing Intervention Parameter #6: Case Management Approach (a) Data Walls Parameter #8: Collaborative Assessment of Student Work	3
2. How do we put FACES on the data? Part 2	2. Instruction	Parameter #3: Assessment that Informs Instruction Parameter #2: Embedded Coaches Parameter #6: Case Management Approach (b) Meetings Parameter #9: Centralized Resources Parameter #13: Cross-Curricular Literacy and Critical Thinking Connections Parameter #11: Collaborative Inquiry	4
3. What leadership skills are needed?	3. Leadership	Parameter #4: Principal Leadership Parameter #7: PL at Staff Meetings Parameter #10: Budget Allocation to Strategic Resources	5

Research Question	Drivers	Clustered Parameters	Chapter
4. Where does this happen?	4. Ownership	Parameter #12: Parent and Community Involvement	6
		Parameter #14: Shared Responsibility and Accountability	

Of course, Michelangelo was being disingenuous. He had to bring out the best in the marble. He had to carefully chisel it to display its magnificence. This is what teachers and leaders do. *They unleash and stimulate what students are capable of becoming.*

Similarly, Sir Ken Robinson (2009) writes about a teacher finding Gillian Lynne's lovely apparition:

Someone looked deep into her eyes—someone who had seen children like her before and knew how to read the signs. Someone else might have put her on medication and told her to calm down. But Gillian wasn't a problem child. She didn't need to go away to a special school. She just needed to be who she really was. (p. 4)

How Do We Drill Down to Find "the Lovely Apparition"?

When first faced with a mass of student achievement data or state-provided information on populations related to school districts, most of us would rather look for something else to do. Our shared beliefs and understandings are based on a simple foundational beginning—all students can learn—and the capstone, our realization that we are all responsible and accountable for the learning of each and every student in our system or school. So how do we make the right choice—do we get the coffee or break down the data?

Some educators are really good at breaking down the data, but most are not trained or experienced at chipping away the marble in their system reports—they haven't been shown how to imagine there might be a "statue" in there. What follows is a look at how some of the more complicated information provided, such as by state or

district authorities, may be chipped away to provide a glimpse at what is happening in the district or system, or the network, or even at the school level.

We have been privileged through our consulting at every level in nations, states, systems, and individual schools to meet and learn from exceptionally fine state and system analysts—often incredible teachers who have become quite expert in data use because early on in their careers they really wanted to know what they needed to do to understand how to help "all our kids learn." What follows then is our look at some tables, adapted from various systems with which we have worked, that provide a glimpse of the statue from different vantage points around it.

To Be, or Not to Be (Good): That Is the Question

We will not become involved in the debates over whether standardized testing is good or bad, or whether or not the data posted on websites are too detailed or invasive. Our only interest here is in what the data sources say about the students in a system or in a system's schools and how these data can best be used (1) to stimulate further improvement and (2) to satisfy the public that the system is in strong working order.

We are interested in numbers related to scoring levels, particularly at minimum standard or below minimum standard to reveal the statues (that is, the FACES) in our midst. Our interest arises from the fact that a student who starts in Grade 1 at a minimum standard with a minimal literacy level will likely never recover from that start throughout their entire education. Students who start below minimum standard in their first assessments will likely continue to barely pass throughout elementary school and will most likely not graduate from secondary school—all because they did not learn to read with fluency and comprehension by the end of Grade 1.

We work here with some charts from various jurisdictions. Beginning with Table 2.6 are the standard assessment results for a group of schools we call Bear Paw Schools, a group of schools within a district that we call Small System. The results are for four assessment years (grades). The values shown for our Bear Paw Schools are the percentages of the population of Year 3 students who were at or below minimum standard. The trend is for these values to increase: the percentage of students at or below minimum standard across assessment Years 3, 5, 7

reaches its highest point in Year 9. The percentage of students performing at the lowest two bands (that is, at or below minimum standard) increases each year. Compared to other schools in Small System, Bear Paw Schools actually performed about the same in Years 3, 5, and 7; in Year 9, they performed better than other schools in the system, with fewer students in the bottom two bands.

Now let's put some FACES on these bits of data!

Table 2.7 causes us to take more notice, given that these data are the actual numbers of students who were at or below minimum standard. Notice that the number of students in the bottom two bands increases from Year 3 to Year 9. We learned that there is a slightly anomalous dip in Year 7 due to changes in student enrollment; however, the trend, spiraling downward, is unmistakable. Students started slow in Year 3, and because they had not learned to read proficiently in Year 1, the values continued downward to Year 9. The trend continues across all domains assessed.

Table 2.6 Percentage of Students in Bottom Two Bands at Bear Paw Schools

	Reading	Writing	Spelling	Grammar and Punctuation	Math
Percentage of Students in Bottom Two Bands					
Year 3 Bear Paw Schools	**11**	**5**	**15**	**14**	**12**
Year 3 System	*12.7*	*6.3*	*14.9*	*14*	*12*
Year 5 Bear Paw Schools	**18**	**16**	**21**	**18**	**16**
Year 5 System	*17.9*	*15.4*	*22.3*	*17.6*	*16.3*
Year 7 Bear Paw Schools	**13**	**18**	**18**	**20**	**12**
Year 7 System	*15.4*	*20.2*	*20.6*	*18.7*	*17*

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	Percentage of Students in Bottom Two Bands				
	Reading	Writing	Spelling	Grammar and Punctuation	Math
Year 9 Bear Paw Schools	**20**	**34**	**21**	**19**	**17**
Year 9 System	26.6	35.7	24.4	25	22.9

Is the fact that 120 actual FACES are underperforming in reading in Year 9 all that bad? Table 2.7 shows that the 120 students came from a pool of 593 who were assessed from Bear Paw Schools. To Small System and to Bear Paw Schools, the number of FACES under-performing was deemed to be unacceptable. **And they have done something about it because they know the FACES.**

More graphically, if staff from Bear Paw Schools were not engaged in a major reform initiative that called for intervention using assess-ment data and specific instruction for all students, we could say that their results would probably not improve over the years to come. If that were the case, we could assume that a mythical cohort made up of the test year classes in Years 3, 5, 7, and 9 could represent an actual class traveling through Bear Paw Schools (Table 2.8). Look-ing at proficiency, we can see how the numbers of those who are assessed as doing well would dwindle—again, all things being equal and with no interventions occurring.

Table 2.7	Number of Students in Bottom Two Bands at Bear Paw Schools

	Number of Students in Bottom Two Bands				
	Reading	Writing	Spelling	Grammar and Punctuation	Math
Year 3 Bear Paw Schools	**78**	**37**	**106**	**100**	**84**
Year 3 System	*302*	*151*	*354*	*333*	*286*

Number of Students in Bottom Two Bands				
Reading	**Writing**	**Spelling**	**Grammar and Punctuation**	**Math**
Year 5 Bear Paw Schools 112	**107**	**144**	**120**	**105**
Year 5 System 416	*360*	*523*	*413*	*379*
Year 7 Bear Paw Schools 87	**121**	**121**	**134**	**80**
Year 7 System 330	*438*	*446*	*405*	*370*
Year 9 Bear Paw Schools 120	**201**	**125**	**112**	**99**
Year 9 System 554	*750*	*511*	*523*	*475*

Table 2.8 Number of Students Assessed in Bear Paw Schools in the Years Shown

Number of Students Assessed				
Reading	**Writing**	**Spelling**	**G and P**	**Numeracy**
Year 3 Bear Paw Schools	722	719	724	724	725
Year 5 Bear Paw Schools	678	678	674	674	668
Year 7 Bear Paw Schools	666	671	671	671	666
Year 9 Bear Paw Schools	593	599	596	596	592

Another way to portray and use data from a specific grade or year over time is simply to stack them, year over year in order. Tables 2.9 and 2.10 are from a single district in Ontario, Canada. You can stack the years across the whole district or just in one school to read the trends. The Education Quality and Accountability Office (EQAO) standard is for 75 percent of students in any grade assessed to be at Level 3 or Level 4. The percentages shown refer to the percentages of students who had reached Levels 3 and 4.

The Grade 3 scores in Table 2.9 are not good—in any domain assessed—75 percent of students at Levels 3 and 4 is the expectation. There has been a slow improvement trend. However, scores were well below state averages in every year shown—at no point did Ontario County as a whole reach standard. Now look at Table 2.10.

Table 2.9	Percentage of Ontario County Grade 3 Students at EQAO Levels 3 and 4, 2000–2009		
	EQAO Assessment		
School Year	**Reading**	**Writing**	**Math**
1999–2000	50	48	49
2000–2001	50	52	58
2001–2002	50	54	58
2002–2003	49	60	54
2003–2004	49	58	52
2004–2005	52	65	62
2005–2006	58	70	66
2006–2007	64	70	69
2007–2008	65	71	68
2008–2009	62	70	70

Table 2.10	Percentage of Ontario County Grade 6 Students at EQAO Levels 3 and 4, 2000–2009		
	EQAO Assessment		
School Year	**Reading**	**Writing**	**Math**
1999–2000	50	48	49
2000–2001	53	53	50
2001–2002	55	55	52
2002–2003	55	57	50
2003–2004	57	58	54
2004–2005	65	63	58
2005–2006	67	67	61
2006–2007	67	67	58
2007–2008	70	72	62
2008–2009	72	72	65

Table 2.10 shows improvement in Grade 6 since assessment began. However, although the Grade 3 and Grade 6 reading scores were almost identical in 2000, the Grade 6 reading scores climbed much more rapidly and steadily toward standard than did the Grade 3 scores. In fact, Ontario County started its own internal improvement program for literacy in 2007, followed by outside consulting in 2009. In some districts, reviewing these two simple charts would lead to questions about the quality of instruction and the quality of the "new" internal intervention program in the primary grades (Years 1–3). *Is it possible that senior leadership did not pay attention to the potential for improvement? Were there shared common beliefs and understandings? Did anyone "own" the need to increase student achievement?* Yet there was some notice of the need for improvement, at least by the junior-grade (4–6) teachers, that created the positive variance in grade improvement over the primary improvement. Why the difference at the junior level?

One way to project future performance is to review same-student assessment results across the full spectrum of years assessed (the Cohort Data). Where assessment has not been in place long enough to do this, you might look at all the years and domains assessed and assume that the results could represent a mythical cohort moving through all assessment years. You might assume that you can project future results, but that, of course, would be a mistake. Planned interventions to rectify what you have seen and other unplanned factors will make differences, too. The exercise, however, does add **a sense of urgency**. Would the declining assessment results in Figure 2.4 be an accurate prediction of what would happen in a larger system? Can this downward spiral in assessment results be stopped? Can it be corrected?

Whereas Figure 2.4 represents a mythical cohort, what follows in Table 2.11 is a longer-term look at a large system's actual assessment data to see if a downward spiraling might be accurate for a larger system, too. And if it is accurate, are there ways to halt the downward trend?

Figure 2.4 Using Assessment Results to Represent a Mythical Cohort in Years 3 Through 9
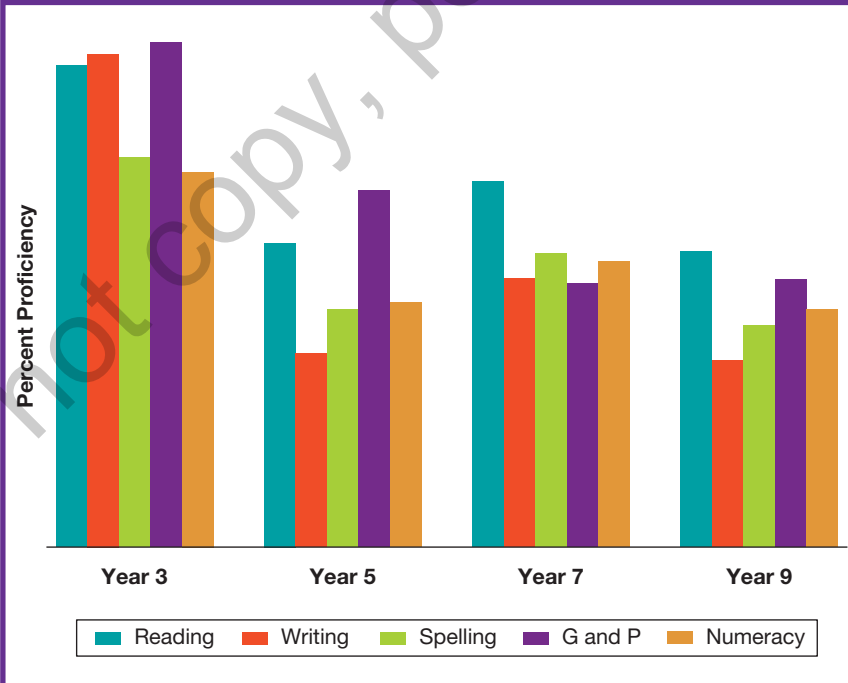
In Table 2.11, the Ontario County student data have been arranged into a cohort report to show the percentage of students who meet EQAO standard (75 percent is the expectation) and the actual number of students who *do not meet* the standard. Now the trend data of Tables 2.9 and 2.10 are really apparent and screaming out for interpretation and action by the district's senior leaders. The average population of the Grade 3 and Grade 6 classes across Ontario County during the years shown for cohorts was 5,000 students in Grade 3 and 6,000 in Grade 6. This is not, strictly speaking, accurate; however, it is close enough to illustrate the power of showing class progress, from which some strong conclusions can be drawn for planning purposes.

Table 2.11 shows the progression of the same students in six cohorts with several interesting differences between Grade 3 and Grade 6 assessments in reading, writing, and math:

- In every cohort the difference between Grade 3 and Grade 6 reading scores is at least +7 points, with the greatest difference being +18 points. This represents increasing scores by the same students, which can be attributed only to **strong junior-school instruction targeted to each FACE**.

- Grade 3 reading results increased very slowly after the introduction of the EQAO assessments, such that by the sixth year of EQAO assessments only 58 percent of students met standard, whereas the Grade 6 teachers managed to increase the percentage of reading scores at Levels 3 and 4 from 57 percent to 72 percent in the sixth year of assessment. Why would it have taken so many years to improve Grade 3 reading levels? Ontario County argues that, because of high immigration, it is impossible to have higher primary scores. Many districts worldwide refuse to accept the argument and apply high-impact classroom teaching practices and matching strong intervention programs to have had at least 80 percent of their Grade 3 students achieving at or above expectation (that is, at Levels 3 and 4).

- Writing scores improved in both Grade 3 and Grade 6; however, Grade 6 continues to outperform Grade 3. Again, the same children are learning more in Grades 4, 5, and 6, while neither Grade 3 nor Grade 6 assessment results are at state standard (75 percent) at this point.

Table 2.11 Ontario County Same-Student Cohort Performance

		Percentage of Students Below Standard (Not at Levels 3 and 4)					Number of Students Below Standard (Not at Levels 3 and 4)		
Cohort 1 in		**Reading**	**Writing**	**Math**	**Cohort 1 in**		**Reading**	**Writing**	**Math**
Grade 3	2000–2001	50	52	58	Grade 3	2000–2001	2,500	2,400	2,100
Grade 6	2003–2004	57	58	54	Grade 6	2003–2004	2,580	2,520	2,760
Cohort 2 in		**Reading**	**Writing**	**Math**	**Cohort 2 in**		**Reading**	**Writing**	**Math**
Grade 3	2001–2002	50	54	58	Grade 3	2001–2002	2,500	2,300	2,100
Grade 6	2004–2005	65	63	58	Grade 6	2004–2005	2,100	2,220	2,520
Cohort 3 in		**Reading**	**Writing**	**Math**	**Cohort 3 in**		**Reading**	**Writing**	**Math**
Grade 3	2002–2003	49	60	54	Grade 3	2002–2003	2,550	2,000	2,300
Grade 6	2005–2006	67	67	61	Grade 6	2005–2006	1,980	1,980	2,340

Percentage of Students Below Standard (Not at Levels 3 and 4)

Cohort 4 in		Reading	Writing	Math
Grade 3	2003–2004	49	58	52
Grade 6	2006–2007	67	67	58
Cohort 5 in		**Reading**	**Writing**	**Math**
Grade 3	2004–2005	52	65	62
Grade 6	2007–2008	70	72	62
Cohort 6 in		**Reading**	**Writing**	**Math**
Grade 3	2005–2006	58	70	66
Grade 6	2008–2009	72	72	65

Number of Students Below Standard (Not at Levels 3 and 4)

Cohort 4 in		Reading	Writing	Math
Grade 3	2003–2004	2,550	2,100	2,400
Grade 6	2006–2007	1,980	1,980	2,520
Cohort 5 in		**Reading**	**Writing**	**Math**
Grade 3	2004–2005	2,400	1,750	1,900
Grade 6	2007–2008	1,800	1,680	2,280
Cohort 6 in		**Reading**	**Writing**	**Math**
Grade 3	2005–2006	2,100	1,500	1,700
Grade 6	2008–2009	1,680	1,680	2,100

- Math results started low for both Grades 3 and 6 and have improved only slowly at Grade 3, with a similar slow and small improvement in Grade 6. It is not just language literacy that requires attention, but mathematical literacy, as well. Note: Math results continue to disappoint on the Grade 9 assessment for those students selecting applied rather than academic math, with only 40 percent of students in applied math achieving standard.

Let's look again at the mythical cohort. The answer to the question posed—will low test results continue to decline as the cohort advances through school—is no, provided there is focused assessment that informs instruction beginning in Kindergarten to identify the FACES who require early support.

In Bear Paw Schools, senior leadership has engaged powerfully and involved everyone in the system, developed an agreed-upon set of principles (beliefs and understandings), supported everyone in ongoing PL, engaged the emotional connection of FACES across the system, and shared cognitive insights of teaching and learning across the system. Their ongoing cohort results are moving ahead rapidly toward **all** students achieving. Bear Paw Schools will not be satisfied with mediocrity—all FACES will count.

FACES in Secondary School

Once you establish the habit of seeing behind the statistics, powerful new strategies come naturally. A case in point is Ontario's Student Success Strategy. By using a personal, focused approach on a large scale, Ontario had been able to increase its high school graduation rate from 68 percent to 81 percent in six years across the 900 secondary schools in its school system. The basis of the program is the strategy whereby each of the 900 schools has on staff a "student success teacher" whose job it is to help the school identify students who are on the margins (at-risk and vulnerable) and take action with each student. We have written elsewhere about the details of this program (Fullan, 2010a), but here we wish to report a recent spinoff.

As the schools and the system got in the habit of paying personal attention to students, one of the central leaders thought to identify

on a system level how many students entered Grade 11 but did not graduate one year later. They identified 7,000 students who got as far as Grade 11 but dropped out before graduating. A simple and direct program—let's call it FACES—was developed quickly. The central leaders contacted the seventy-two school districts in the Ontario system and gave them the lists of dropouts for each school. They then provided a small amount of money to each school and suggested that the schools hire recently retired guidance counselors to track down each student and figure out what it would take to invite them back to complete their program. Of the 7,000 students, 3,500 returned, most of whom graduated. Our point is that personalization programs—FACES, for short—do not occur spontaneously, but the effects of a simple realization about the numbers of FACES, even on a large scale, can be dramatic.

The focused work in the Eastern Region of the Melbourne Archdiocese Catholic Schools (MACS) reflects the specificity of practice occurring in the region and in one school within that region. Improvement just doesn't happen by chance, as this case study demonstrates. Improvement happens because leaders and teachers "work on the work together" to see the big picture and to be all over the detail.

MACS Case Study: Evidence-Proven IMPACT!

Staff in MACS Eastern Region, Australia, believe in collaborative communication and precision-in-practice. "They are strongly committed to PL at the school and system levels to improve ALL students' life chances," says Regional General Manager, Marwin Austerberry.

From 2017 until the present, Austerberry and her team have worked with Sharratt, even through the pandemic lockdowns and re-adjustments, to implement the essence of *Putting FACES on the Data* (2012) and *CLARITY: What Matters MOST in Learning, Teaching and Leading* (2019) as displayed in Figure 2.5. The vision, culture of learning and operating norms were all developing well when COVID hit; Austerberry and her unified, multidisciplinary team sustained the plan.

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Figure 2.5 Bringing Together *Putting FACES on the Data* (2012) and *CLARITY: What Matters MOST in Learning, Teaching, and Leading* (2019)
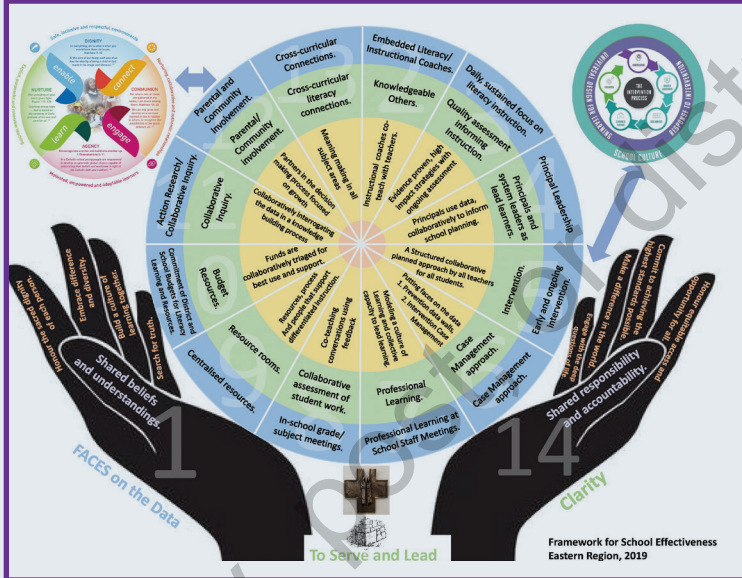
They call their work "The Learning Collaborative" (TLC). All system and school staff members have stayed the course, first in the calm and since 2020 through crises, and have begun to experience the results for which they planned. Here is a glimpse at their successes as noted by Austerberry:

"In the MACS Eastern Region, Victoria, Australia, there is a Regional support structure for the FACES work alongside Sharratt. The Regional Leadership Team meets twice per term, School Effectiveness consultants provide timely and ongoing support, Knowledgeable Other/Literacy/Math/Secondary consultants feature ongoing support of schools' priority areas and dedicated Religious Education Consultants continue the focus on catholic culture within the 94 schools in the Eastern Region.

"It is critical that we have embraced a multidisciplinary approach," says Austerberry, "that involves dedicated time each term with

Primary and Secondary schools, to strengthen the 14 Parameters work, including a Case Management Approach (CMA) in the Regional Office (as well as in schools) to advance our schools' ongoing growth and achievement."

Their multidisciplinary team acts as a Guiding Coalition that has a strong focus on collaborative communication, a commitment to PL and a culture of learning together at a school and system level that supports the "full flourishing of students" (Horizons of Hope: An Education Framework for the Archdiocese of Melbourne, 2018).

Outstanding outcomes have resulted from this precision-in-practice, such as:

- ✓ a shared language across the system and schools;

- ✓ shared beliefs and understanding using the non-negotiables of Parameters #1, #6, and #14;

- ✓ teachers and leaders increased data literacy (Parameter #6); and

- ✓ shared responsibility and accountability for owning ALL students' FACES (Parameter #14).

These outcomes were evidenced in all schools through the adaptation of enabling structures and processes, such as:

- ✓ development of Data Walls and resulting Data Conversations (Parameter #6);

- ✓ Case Management Meetings, to interrogate students work and give specific feedback to teachers and school leaders (Parameters #6, #3, and #13); and

- ✓ Learning Walks and Talks by system, school and teacher leaders (Parameters #1 and #14).

Evidence of Improvement

All schools systematically use the 14 Parameters of System and School Improvement to self-assess how they are progressing and to determine their next steps in learning based on the analysis of their

school data. Figure 1.3 displays the 14 Parameters (Sharratt, 2019; Sharratt & Fullan, 2012) that have been embedded in every one of their schools as a self-reflection tool.

The work of one Eastern Region school, St. Bernadette's the Basin, is highlighted here although many other schools could have been chosen. St. Bernadette's leadership team has worked with Sharratt to drive change and innovation throughout many aspects of the school improvement journey using the 14 Parameters as the self-assessment lens to increase all students' achievement. St. Bernadette's leaders unpacked the Parameters with staff to identify areas within the school that showed strength and those that could be improved to enhance student learning. Staff selected, in a consensus-building, safe process, Parameter #7: PL at school staff meetings and Parameter #11: Collaborative Inquiry to focus on, in addition to the non-negotiables of Parameters #1, #6, and #14.

Figure 2.6 Teachers Collaborating to Make Meaning

As shown in Figure 2.6, School Improvement Meetings were focused on consistent approaches to assessment that informs instruction across the school with collaboration and co-construction being central to the outcome of Parameter #1: Shared Beliefs and Understandings.

Teachers undertook Collaborative Inquiry (Parameter #11) regarding how The Third Teacher (the learning environment) might support students. The school acknowledges parents as the first and most important teacher whilst the classroom teachers are the second teacher. The third teacher is the classroom environment with learning walls of deconstructed Learning Intentions (LIs), co-constructed Success Criteria (SC), anchor charts for learning support, and Bump it Up Walls (BIUWs; see Glossary) with anonymous pieces of student work, in every subject area, on display with feedback forms for self-assessment.

Figure 2.7 below shows St. Bernadette's hyperlinked graphic in preparation for Zoom calls with Sharratt in 2020. These calls produced evidence of improvement in the three areas that school leadership teams prioritized as the outcome of this work: Parameters #1, #6, and #14.

As noted in Figure 2.7, this whole staff approach focuses continuously on Parameters #1, #6, and #14—the non-negotiables in building shared beliefs and understandings plus increased clarity of expectations of students' growth and achievement. Teachers strove to achieve professional capacity to instruct all students across all subject areas. As one teacher reported, *"We not only survived the pandemic, but we have excelled because of the 14 Parameters and the agreements we had in place as a result of using them as a lens for continuous improvement."*

What data informs their practice?

St. Bernadette's began their Data Wall immediately upon engaging with the work of the TLC, following an initial webinar with Sharratt titled: *From Assessment Schedules to Data Plans.* They then developed their staff agreements and *"we used CLARITY, the text, as a Methodology."*

To ensure consistency and focus, the staff developed a team approach to writing improvement across the school, focusing on Parameter # 8, Collaborative Assessment of Student Work (CASW). The CASW process (Sharratt, 2019, pp. 283–285) was co-constructed as a step forward in strengthening curriculum knowledge and in engaging with

Figure 2.7 Hyper-Linked Learning Journey Map, St. Bernadette's

Coaching Online **Sample teacher Coaching session** focus on effective timing during remote GMeets

Parent Weekly Update Videos

School Professional Learning Plan

Waterfall Chart next steps

Peer & Self Assessment

Waterfall Chart in remote learning example from Middle level team

Collaborative Assessment of Student Work in facilitated planning example from Junior level team

Developing KO Leadership Capacity

Remote Learning Fair

Lesson Study example from Middle level team

Co Teaching Cycle with Junior teachers Claire & Katelyn

Instructional Coaching sessions during remote learning example

each other using the progressions of learning and student work. From this they developed a standard approach to assessment that would provide student direction and feedback on their work. They utilized BIUWs, anchor charts, goal setting, and regular/frequent conferences on students' next steps in learning. They strengthened their approach to CASW that now sits within a framework of modeling, sharing, collaborative assessing, and mentoring using student writing as the driver of changed teacher practices in the classroom.

Impact!

NAPLAN results show impressive growth in student outcomes at St. Bernadette's, due to the focused work of leaders and teachers. The Top 2 Bands of NAPLAN assessment from 2018 to 2021 indicate an increase of 15 percent more students in Year 3 Reading and 9.5 percent more students performing in the Top 2 Bands in Year 5 Reading, and a reduction to ZERO of students performing in the Bottom 2 Bands in Years 3 and 5 Reading.

Similarly, in Year 3 Writing, students in Top 2 Bands increased by 9 percent and by 17 percent in Year 5. The percentage of students in the Bottom 2 Bands of Writing decreased to ZERO in Year 3 but increased by 3 percent in Year 5—establishing Writing as St. Bernadette's continuing priority school-wide.

This impressive trend in Reading and Writing in Years 3 and 5 is an indication of improvements because of the shared approach designed and implemented by all teaching staff.

Leaders and teachers at St. Bernadette's indicate their impressive impact has been due to the following:

- Established weekly CASW (Parameter #8)

- Strengthened deep knowledge of the key components of the Assessment Waterfall Chart (Chapter 3, Sharratt, 2019, p. 124) to build an expert teaching force (Parameter #3)

- Motivated Students now view and discuss their data helping them consider their next steps—using the five Questions of Learning Walks and Talks (Sharratt, 2019; Sharratt & Fullan, 2012) to

(Continued)

(Continued)

Figure 2.8 IMPACT at St. Bernadette's

St. Bernadette's The Basin

Impact

Leadership	Educators	Students
• **Review** recommendation • **Implementation Matrix** highlighting next collaborative learning steps • **Data Plan** > What data are we collecting and why? • **AAP** actions and targets • **Data Wall** > **Learning Wall** > • **High Expectations** • **SIM meetings around Data** • **Action for Leading Collaborative Learning Checklists**	→ **Teachers using data to plan** → **Using data to differentiate** → **Sample Venn template** → **Data Placemats** (triangulating) → **Using data to examine LI, SC and instructional practice** → **Using data to track**	**Data Literacy conversations by students** > goal setting > **Student Data Dashboards** **Feedback Cards**

Educators speech bubbles:
- *We used to* plan only using the curriculum and pre / post test data
- *Now we* plan using continuous data sets to monitor progress throughout teaching cycles
- *Because,* we need to ensure our instruction is continuously differentiated for the needs of every student

Students speech bubbles:
- What can you do now—and how can you show me?
- What is your evidence of your learning?
- What is an example of …?
- What are you still working on?
- I can share where I am in my learning
- I can share my growth
- I can share my next steps in learning

determine students' ownership of their learning and improvement (Parameters #1, #6, and #14)

- Regularly held writing workshops across all subject areas and year levels (Parameter #13)

- Increased excitement and motivation from students and their teachers who are now empowered to co-learn (Parameters #1 to #14—celebrating ALL small and large wins)!

AND all this has been rolled out during a pandemic in the country/state that has had the greatest number of days in lockdown and remote schooling across the globe.

Recently on an Instagram episode of FACES Friday with Lyn Sharratt, Marwin Austerberry, and Karilyn Gumley answered the question, "What particular knowledge gained from the CLARITY work was having an impact in the 94 schools that have been collaborating with Sharratt since 2017?"

Austerberry and Gumley discussed the impact of:

- seeing the data (on Data Walls), owning it and taking action;

- embedding of the non-negotiables: Parameters #1, #6, and #14;

- modeling by doing at the system level what they expect schools to be doing: co-constructing a system Data Wall, conducting regular system Case Management Meetings and taking action as a team

- developing a common language

- putting FACES on their data through routine PL offerings and

- stepping back to encourage and enable others to step up and continue the work.

(Marwin Austerberry, Regional General Manager; Karilyn Gumley, Teaching and Learning Coordinator; Peter Steward, Principal; and Jennifer Kennedy, Deputy Principal and Learning and Teaching Leader, MACS Eastern Region, personal communication, January 2022.)

The success in MACS Eastern Region has been due to the regional team's clear improvement vision that they share continuously and model consistently. As demonstrated in the St. Bernadette's case study, all field and central staff live the values and strengths of the *leadership abilities* in Chapter 5 and demonstrate clarity in all aspects of leadership behavior, which is key to making the entire enterprise of a school or system work best and become a Learning Organization (Sharratt, 1996).

Leaders in Learning Organizations, like those in the Eastern Region, are *consistent, persistent, and insistent* in knowing, expecting, and seeing effective, high-impact practices in every school, in every classroom, that have a positive impact on ALL students (Sharratt, 2019). As Harris and Jones (2020) write about leadership in crisis:

> *There is no neat blueprint for leadership in such times; and, no pre-determined roadmap, no simple leadership checklist of things to tick off. There are only highly skilled, compassionate and dedicated education professionals trying to do the very best they can and to be the very best they can be.* (p. 246)

System Leaders, like Marwin Austerberry and Karilyn Gumley and school leaders, like, Peter Steward and Jennifer Kennedy, use their positional power to model what it takes to lead in calm and crisis and to demonstrate their expectations. They constantly seek out and encourage the learning from and the power of new influencers within their system and school. Leadership influence has a trickle-down effect. With these senior system and school leaders "out in front" throughout COVID, everyone else (who are also leaders), have had to step up, to show deeper caring and to develop and/or exhibit their competence toward all students' learning and all teachers' teaching.

St. Bernadette's and all other schools in MACS Eastern Region have continued their drive toward equity and excellence for all students by emulating Austerberry's and Gumley's *consistent, insistent, and persistent* style. They are following their lead in seeking out and celebrating the remarkable moments in their schools and, like them, school leaders, like Steward and

Kennedy, are learning to never lower their expectations for all learners' growth and achievement. Through this crisis, these leaders have been rewarded with very positive results for holding their nerve and staying the course, the course to success for ALL students and teachers.

We conclude this chapter with a practical leadership matrix adapted by South East Region (SER) leaders in Queensland that draws on the 14 Parameters and the Learning Conditions (Clarity, Depth, and Sustainability) from NPDL. SER is a large, diversified school district of 124 primary schools, 36 secondary schools, and 3 K–12 schools with demanding needs and changing demographics, situated on the Gold Coast in Australia. The leadership and school teams have embraced the FACES and NPDL work. Their priorities include

- Improve academic achievement for all students

- Lift the performance of their top students

- Improve reading and writing for all students

- Improve Year 12 certification rates

- Close the gap for Aboriginal and Torres Strait Islander students

- Improve the participation and achievement of students with disability

- Prepare to implement the new Queensland Certificate of Education (QCE) system

- Enhance the learning opportunities of rural and remote students

Figure 2.9 demonstrates SER's current thinking about moving forward together in the FACES work to reach their moral imperative of every student succeeding. SER leaders have adapted an explicit leadership model that we have highlighted in two of SER's schools— a Secondary Case Study of Cleveland District State High School in Chapter 4 and of Wellington Point State High School in Chapter 6.

Figure 2.9 The Dynamic of Leadership Impact

SER Dynamic of Leadership Impact

PRE-CONDITIONS

Begins with:
- Knowing all students
- Shared Vision, Beliefs & Understandings
- Creating & prioritising structures, tools & processes that drive behaviour
- Principals sharing research & modelling/leading collaborative processes
- Protocoled data analysis (four square approach)
- Collective sense of urgency

Becomes:
- Partnerships in learning
- Targeted Professional Learning at Staff Meetings
- Allocation of System & School Budgets for Learning & equitable resourcing
- Establishing opportunities for collaboration in school time
- Distributed instructional leadership through evolving structures, tools & aligned processes

Evidenced by:
- Open communication
- A common language
- Professional learning teams with operating norms & schedule
- Protocols enabling collaborative decision-making
- Principal as Lead Learner
- Parent & community consultation & communication including Literacy focus

INVESTMENT

CLARITY

Begins with:
- Aligning resourcing (human, material etc) with determined actions
- Understanding how Quality Assessment Informs Instruction
- Learning about the Third Teacher & learning environments
- Responding to learning needs commanding with collaborative learning design cycles

Becomes:
- Assessment Literate Learners
- Precision in pedagogy
- Agreed practices for Learning Walks & Bumping-It-up
- Collaborative Assessment of Student Work – in school moderation
- Collaborative inquiry in the classroom – deepening learning through investigating pedagogy
- A culture of trust and transparency

Evidenced by:
- Answers to the five questions for teachers & students
- Demonstrations of practice & demonstration classrooms
- Planning processes or learning design cycles incorporating the Assessment & Instruction Waterfall or BAA
- Student voice
- Connection with school community as partners regularly informing and responding to questions and concerns

DESIGN

DEPTH

Begins with:
- Co-constructing & embedding a two-pronged Case Management Approach (data walls & case management meetings)
- Utilising KOs to support CMMs & teachers enacting actions resulting from the CMMs
- Learning about & prioritising Learning Walks & Talks

Becomes:
- Shared Responsibility & Accountability within schools
- Embedding Learning Walks & Talks & feedback loops sharing trends & patterns with staff to co-design next best learning moves
- Interschool & cross-school moderation
- Collective efficacy through celebration of IMPACT on student learning
- Improving learning design to include precision and deeper pedagogical decision-making and enactment

Evidenced by:
- Changed teacher practice
- Improvement in LOA achievement for all students
- Improvement in literacy outcomes for all students
- Alignment of school plans and resources
- Whole school professional learning plan

IMPACT

SUSTAINABILITY

Begins with:
- Linking AIP, whole school approach to pedagogy & school planning to system priorities (14 Parameters, Deep Learning, Literacy, State School Improvement measures)
- Creating structures for & prioritising collegial engagement
- Involvement in Principal LCs

Becomes:
- LWT across schools embedding feedback & sharing trends & patterns with colleagues to explore next best learning moves
- Shared Responsibility & Accountability across schools
- Authorship
- Embedding collegial engagement opportunities focused on pedagogy

Evidenced by:
- Ongoing Collaborative inquiry informing planning
- Active collegial engagement frameworks
- School contributions for journal & Learning Fair & Expo
- Sharing & learning across schools
- Peer & Self-Assessment (school, staff and students)
- Answers to the five questions for leaders
- Innovative mechanisms involving caregivers in asking the five questions for students in parent teacher interviews (for example)

SCALABILITY

Aligning SERs approach to: CLARITY, L. Sharratt, 2019, Corwin Press; Deep Learning, M. Fullan et al., 2017. SAGE Publications Inc US; Measuring Human Return J. McEachen & M. Kane, 2018. SAGE Publications Inc US; State School Improvement Strategy, Department of Education, 2021.
https://education.qld.gov.au/curriculums/Documents/state-schools-strategy.pdf

Narrative From the Field

I worked with a class teacher who was making some negative comments about new approaches and workload. I went into her class to demonstrate cooperative learning techniques—she was very skeptical, but after some discussion, we set up cooperative learning groups and began a program to develop social skills within the class. During the first lesson, she sat at the back of the class and marked some other work. I persevered and did weekly sessions with her class. By Week 3, she was participating in the lessons, talking to the children. We evaluated each lesson: what went well, what could be improved, and our next steps. At Week 6, she was giving me ideas about our lessons and what she wanted the children to learn. After eight weeks, she asked me when she could go to a cooperative learning academy so that she could learn how do it by herself. *Festina lente:* Make haste slowly!

—Linda Forsyth, Deputy Head Teacher,
Perth and Kinross Council, Scotland

To explore an additional example in which system and school leaders plan how they will put FACES on their data and make a difference for the students in their ten schools in most challenging circumstances, click on QR Code 2.1 to read about the Community Schools Case Study.

QR Code 2.1: Community Schools Case Study

Deliberate Pause

- What data sets are most helpful to you in humanizing the FACES in your class, school, and system?

- How does knowing the data have an impact on what students learn?

- How do you ensure that each FACE counts and is accounted for?

- How do teachers know what data sets matter?

(Continued)

(Continued)

- Do teachers know what data sets look like for the whole school and system—beyond their class and school? In other words, do they get to see the big picture, and how they contribute to it?

Narrative From the Field

Kevin is a boy who came to me after being suspended from another school. He had experienced many in- and out-of-school suspensions while at our school due to at-risk behaviors and previous attitudes he had developed toward school. He rarely, if ever, completed any tasks or assignments given to him by his teachers. I worked with him to support his math and literacy skills from Grades 7 to 9. At the end of his Grade 9 year, he admitted that he learned a lot from the help I had given him. He moved on to high school, and I often wondered about how he was doing.

The Friday he was graduating from secondary school, he came back to the elementary school to find me and tell me he was graduating and to make sure I was attending the ceremony. Unfortunately, I wasn't working at that school anymore, so I didn't meet up with him as he had planned.

That night however, I attended the graduation ceremonies without him knowing that I was coming. Before the ceremonies began, he saw me and ran over to give me a big hug and tell me that he had tried to find me. He said he was so glad to see me. He thanked me for "believing in him" and told me that I was the one teacher who made him believe in himself. We took pictures of us together, and when he walked across the stage to receive his diploma, I had tears in my eyes—I knew all along, he could succeed . . . he just needed someone to "push" him in the right direction and show him that somebody cared!

—Deb Hodges, Intervention Teacher, I. V. Macklin Public School, Grande Prairie Public School District, Alberta, Canada

It is time to pull out our four big improvement drivers: Assessment, Instruction, Leadership, and Ownership. When these four forces synergize on a wide scale, you know that you have made every FACE count. We recommend starting with assessment.