



RISC

Re-Inventing Schools Coalition

Superintendent's Conference
Bar Harbor, Maine

Sponsored by
Commissioner Susan Gendron
Maine Department of Education

www.reinventingschools.org



RISC

Re-Inventing Schools Coalition

Reinventing our Schools

'Bringing hope to all of our children''

Presenter

John A. Davis, Ed.D.





Turn to your neighbor

Identify one change you hope
to bring about in your school
district this year.



**RISC is a non-profit
foundation whose goal is to
positively impact 1 million
students and a thousand
school districts**



**The Re-Inventing Schools
Coalition was formed in 2002
with support from the Bill and
Melinda Gates Foundation**

**The Gates Foundation has
supported RISC efforts with 11.5
million dollars**



Delivering *on the* Promise

*Richard A. Delorenzo
Wendy J. Battino
Richard M. Schreiber
Barbara B. Gaddy*

The Education Revolution



The Coalition is growing...

- Adams 50 School District, Colorado
- Early College of the Redwoods, California
- Ingenium Charter Schools, California
- Flagstaff School District, Arizona
- Lindsay School District, California
- Youth Connections Charter School, Illinois
- *Maine Department of Education*
 - *Maine Schools - Demonstrations Sites!*



Goals: Participants will...

- Understand more about the specifics of the RISC Model
- Explore Leadership building



Overview of the RISC Model

- **Shared Vision**
Stakeholders drive systemic change
- **Leadership**
All stakeholders develop leadership capacity
- **Standards-Based Design**
Standards-Instruction-Assessment-Reporting
Learning is the constant, time is the variable
- **Continuous Improvement**
Refine processes that foster excellence



Rick Holt with BSSD Students



ISSUES

- I want to go back
- I want easier standards
- Building capacity for student to articulate opinions



Model

in brief

- Levels based on achievement (*not age*)
- Advancement based on learning
- All students expected to achieve at a proficient level (*or higher*)
- More effective and clearer performance descriptors (*reduced reliance on letter grades*)
- Increased student engagement



Model

- Agreed upon standards for all content areas
- Development of common assessment and rubrics
- Building of learning communities-sharing of instructional lessons and strategies
- Increased collaboration (*wiki, moodle, web 2.0*)

BSSD Pacing Guide 2007-2008

Testing Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Cultural Awareness	Cultural Awareness & Expression 1			Cultural Awareness & Expression 2		Cultural Awareness & Expression 3	Fine Arts & Culture L4	Culture, Art & Performance L5	Art in Culture L6	Cultural Literacy L7	Fine Arts & Culture L8	Cultural Exploration and Understanding L8	Adv. Cultural Exploration and Understanding L9
Career Skills	Career Skills L1 Exploring Work		Career Skills L2 Work Responsibilities	Career Skills L3 Connecting Learning and Work	Career Skills L4 Career Exploration		Job Skills Level 5		Business Simulation Level 6		Career Planning Level 7		Internship Level 8
Math	Kinder Corner L0	Mathematics L1	Mathematics L2	Mathematics L3	Mathematics L4	Mathematics L5	Integrated Math I L6	Integrated Math II L7	Pre Algebra L8	Algebra L9	Geometry L10	Algebra II L11	Pre Calculus L12
Life Skills	Life Skills Choices L1		Life Skills Working with Others L2		Life Skills Living	Healthy L3	Social Issues L4	Basic Life Skills L5	Advanced Life Skills L6		Healthy Living Skills L7		Leadership and Individual Development L8
Reading	Reading L1+2 (Kinder Roots)	Reading L3 (Roots)	Reading L4 (Wings 2.1-3.2)		Reading L5 (Wings 4.1-5.2)		Reading L6 (Wings 6.1-6.2)	Reading L7 (Reading Edge)		Extended Skills Reading L8		College Prep Reading L9	
Science Titles	Science L1			Science L2		Science L3		Integrated Science L4		Earth, Life or Physical Science L5	Earth, Life or Physical Science L6	Earth, Life or Physical Science L7	Advanced Studies L8
Social Studies	Social Studies L1		Social Studies L2		Social Studies Intro to AK, G OR US L3		SS Intro to AK, G OR US L4	SS Intro to AK, G OR US L5	Global or Alaska or US L6	Global or Alaska or US L7	Global or Alaska or US L8	Social Studies L9	Social Studies L10
Technology	Technology L1		Technology L2	Technology L3		Technology L4		Technology Tools L5		Applied Technology L6		Advanced Technology Application L7	
Writing	Writing K Oral Message Level 0	Writing L1 Beginning Writer	Writing L2 Developing Writer	Writing L3 Experienced Writer	Writing L4		Writing L5	Basic Writing L6		Writing Workshop I L7	Writing Workshop II L8		College Prep Writing L9

*The Pacing Guide is meant to provide an approximate correlation between student developmental abilities, estimated time to complete levels, and the number of years students have been enrolled in school.

**RE, WR, and MA are correlated to the skills required for success on the State of Alaska HSGQE and Standards Based Assessments. RE, WR, MA, SC, SS and CA aligned with the State of Alaska's GLE's and/or State Standards.

***Alignment in remaining content areas are meant to provide waypoints for pacing not as indicators of the degree to which a student is functioning at an appropriate developmental level.

***Alignment of Reading Levels with SFA levels is a guide or relationship. Completion of an SFA level does not satisfy all Reading Level standards required for a BSSD level change.

**** Grey shaded boxes indicate minimum proficiency levels in all content areas.

****Pale Blue shaded boxes indicate proficiency levels ALL students should work toward if further education/training is in their plans.



Student Learning Standards

Math Level 8

MA.08.01	NUM: Equivalent representations	(A1.3.4) Translates between equivalent representations of the same number (fractions, decimals, percents, exponents, scientific notation, rational numbers and standard notation). (GLE [8] N-2 [9] N-1, N-2, N-3, N-4)
MA.08.02	NUM: Convert equivalent fractions	(A1.4.4, A3.3.5) Converts between equivalent fractions, percents, proportions, and exponential forms of numbers. (GLE [8] N-5)
MA.08.03	NUM: Rational /irrational computations	(A3.3.5) Adds, subtracts, multiplies, and divides rational and common irrational numbers forms (fraction, decimals, and percents). (GLE [8] N-6, N-7, E&C-2, E&C-3, E&C-4)
MA.08.04	NUM: Solve 2-step equations	Uses inverse operations to solve 2 step equations, inequalities including squaring and square roots. (GLE 8-N6,7, 8-E&C2, 9-N4)
MA.08.05	NUM: Basic properties with variables	(A1.3.7) Applies commutative, associative and distributive properties with variables (GLE [9] N-6)
MA.08.06	NUM: Prime factorization using exponents	Identifying or writing the prime factorization of a number using exponents. (GLE [8] N-9)
MA.08.07	NUM: Order of operations with integers	Multiplies, divides, and performs the proper order of operations with signed and rational numbers (with and without parentheses) and with scientific notation. (GLE [8] N-8, [9] N-3, N-4, N-5)
MA.08.08	MEA: Using similarity/congruence to find missing angle/side	(A5.3.3) Uses similarity and congruence to find the scale factor and apply it to find missing angles or sides of figures., including use of a coordinate plane (GLE [9] G-2, [8] MEA-2)



Reading Standards: Level 4

Click on the standard to see or add more about the standard.

Here is a link to a MS Word document with a Read and Respond on it for use with Level 4 readers. I used it with my Wings 2.1 group Media:Read&respond.doc

- RE.04.01 Demonstrates understanding of syllabication rules and reads multi-syllabic words. (GLE[3]1.1.1)
- RE.04.02 Acquires, understands and uses vocabulary in context, including basic parts of speech (nouns, verbs, pronouns and introduce adjectives).(GLE[3]1.1.4)
- RE.04.03 Classifies/categorizes by commonalities in a list format. (GLE[3]1.1.4)
- RE.04.04 Develops oral reading fluency and expression. 114 wpm (GLE[3]1.3.1)
- RE.04.05 Recognizes appropriate sight words with automaticity. (GLE[3]1.1.2)
- RE.04.06 Makes connections using prior knowledge to predict future events in a story. (GLE[3]1.2.2), (GLE[3]1.10.1), (GLE[3]1.10.2)
- RE.04.07 Identifies main idea and supporting details. (GLE[3]1.5.1)
- RE.04.08 Retells a story and includes basic story elements including characters, setting, problem/solution, sequence of events and point of view. (GLE[3]1.4.1), (GLE[3]1.4.2), (GLE[3]1.8.1)
- RE.04.09 Demonstrates ability to follow simple instructions from a text or printed material. (GLE[3]1.6.1), (GLE[3]1.6.2)
- RE.04.10 Draws conclusions and inferences from text, including character motivation. (GLE[3]1.2.3), (GL



Name: _____

Date Entering Level: _____

Teacher: _____

Date Exiting Level: _____

Math Level 8 - Pre Algebra		Standard	Standard Short Name	INFORMATION	KNOWLEDGE	KNOW-HOW	WISDOM	Evidence
				Emerging <i>Heard of it</i>	Developing <i>Know it</i>	Proficient <i>Can Apply It</i>	Advanced <i>Can teach it</i>	
			<i>Check wiki for detailed standard descriptions and resources</i>					<i>Activity/Work Sample which best demonstrates my skills and ability</i>
Numeration	MA.08.01	NUM: Equivalent representations						
	MA.08.02	NUM: Convert equivalent fractions						
	MA.08.03	NUM: Rational /irrational computations						
	MA.08.04	NUM: Solve 2-step equations						
	MA.08.05	NUM: Basic properties with variables						
	MA.08.06	NUM: Prime factorization using exponents						
	MA.08.07	NUM: Order of operations with integers						
Measurement	MA.08.08	MEA: Using similarity/congruence to find missing angle/side						
Estimation and computation	MA.08.09	E&C: Complex percent						
	MA.08.10	E&C: Estimates product /quotient/sq_rts						
	MA.08.11	F&R: Number patterns to nth term						
Functions and Relationships	MA.08.12	F&R: Analyze patterns with data						
	MA.08.13	F&R: Sets up and solves multi-step word problems						
	MA.08.14	F&R: Graph inequalities/ functions						
	MA.08.15	F&R: Identifies families of functions						
Geometry	MA.08.16	GEO: 3D figures/2D nets						
	MA.08.17	GEO: Proportions/Rate/ Ratio						
	MA.08.18	GEO: Transformations						
	MA.08.19	GEO: Simple volume/complex area						
	MA.08.20	GEO: Geometric formulas						
	MA.08.21	GEO: Properties of angles						
	MA.08.22	GEO: Graphing relationships						
Statistics	MA.08.23	S&P: Create: graph/table/chart						
	MA.08.24	S&P: Justify measure of central tendency						
Problem Solving	MA.08.25	PS: Measure precision error						
	MA.08.26	PS: Estimation strategies						
	MA.08.27	PS: Defends conclusions						
Assessments	MA.08.A1	Skills Based (D)						
	MA.08.A2	Analytical (T/S)						
	MA.08.A3	Problem Solving (T/S)						
	MA.08.A4	Problem Solving (T/S)						



NUM: Equivalent representations

[Show WikiDashboard](#)

(A1.3.4) Translates between equivalent representations of the same number (fractions, decimals, percents, exponents, scientific notation, rational numbers and standard notation). (GLE [8] N-2 [9] N-1, N-2, N-3, N-4)

Contents [\[hide\]](#)

[1 MODIFIED](#)

[STANDARD:](#)

[2 STANDARD](#)

[UNPACKED:](#)

[3 RESOURCES](#)

[4](#)

[INSTRUCTION](#)

[STRATEGIES:](#)

[5](#)

[ASSESSMENT](#)

[STRATEGIES](#)

[6 PROJECTS](#)

[AND ACTIVITIES:](#)



Carrie - Veteran BSSD Math teacher



Leading Questions

- What is leadership?
- Why do we need it at all levels?
- What does effective leadership look like?
- What should be our first step?
- What are some tools to help us?



Leadership Characteristics

- Find two people a your table
- On sticky notes - identify three-five characteristics of leadership
- Organize -
 - beliefs, behaviors, actions,



TOM PETERS



What is the RISC Model?

- Shared Vision
- Leadership
- Standards-Based Design
- Continuous Improvement

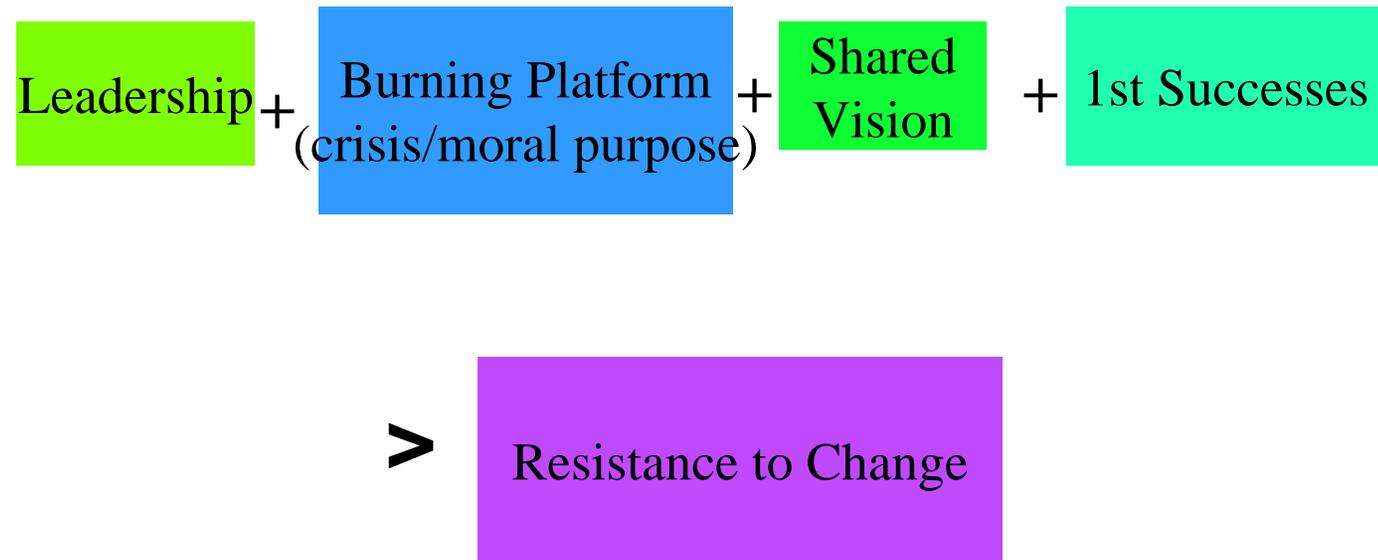


“Leadership means inspiring others to move to a higher level personally and professionally as part of a shared vision”.



“Leadership means inspiring others to move to a higher level personally and professionally as part of a shared vision”.

Change Readiness



Richard DeLorenzo



Leadership, why do we need it at all levels?

Classrooms, Schools, Districts,
Communities



Why is leadership important?

5 Whys Process



Building Leaders



Is this a paradigm shift?

- Performance system leading to the next **level**/graduation
- Institutionalizing the art and science of teaching
- Continuous improvement PDSA (**Plan Do Study Act Cycles**)
- Stakeholder support of the district-level initiatives (**Shared Vision**)
- **Systemic** leadership



Process for creating your own a leadership tool?

- Define what leadership is at the individual level and organization level
- Create a capacity matrix that aligns to where we want to go
- Benchmarking best practices on leadership
- Deploy the leadership matrix as part of your culture both individual and organizational (e.g., evaluation tool)
- Refine over time world class results



RISC OSAT

- Locate your 1 page OSAT
- As individuals identify one trait to follow
- Identify your organizations current level in leadership
- Determine what is a realistic goal to set and share out



Leadership traits

	Moral Purpose
	Relationships
	Vision
	Change Adept
	Results



Leadership for Incremental Change

- Emphasize relationships
- Establish strong lines of communication
- Be an advocate for the school
- Provide resources
- Maintain visibility
- Protect teachers from distractions
- Create culture of collaboration
- Look for and celebrate successes



Leadership for Second Order Change

- Shake up the status quo
- Expect some things to seem worse
- Propose new ideas
- Operate from strong beliefs
- Tolerate ambiguity and dissent
- Talk research and theory
- Create explicit goals for change
- Define success in terms of goals



Is the RISC approach 1st order
or 2nd order change and why?

The RISC approach is an educational system in which the entire system is organized around engaging students in 21st century skills, working at their developmental levels and advancing only when they have demonstrated proficiency



**“Creating effective leaders for
our schools is the most critical
element of our students being
successful”.**

Richard DeLorenzo
Guide Training
2004



“Leadership means getting people to think, believe, see and do what they might not have without you. It means possessing the vision to set the right goal and the decisiveness to pursue it single-mindedly. The great leaders have never been afraid of change, and they have led from the strength of their own conviction. And, above all, they have brought out the best in the people around them.”

“Values of the Game”

Bill Bradley



**Look back at the one change
you hope to make this year.**

**What are the barriers you face
in making this change a
reality?**



**MAKE A LIST, A SHORT LIST
OF THINGS THAT HAVE
BEEN DONE TO YOU BY
STAFF OR PUBLIC THAT YOU
ABHORR.**

SHARE



**MAKE A SHORT LIST OF ALL
THE THINGS STAFF AND
PUBLIC HAVE DONE TO YOU
YOU HAVE APPRECIATED**

SHARE



**NOW, COMMIT TO NEVER
DOING ONE AND ALWAYS
DOING THE OTHER AS THE
LEADER OF YOUR
ORGANIZATION**

Adapted from Dee Hock



**NAME SOME TIME
HONORED PRACTICES YOU
KNOW ARE NOT EFFECTIVE**



NAME SOME PRACTICES YOU KNOW ARE NOT EFFECTIVE

- **NCLB?**
- **LETTER GRADES?**
- **SCHOOL YEAR/ SCHOOL DAY?**
- **TEACHING CHILDREN BASED ON AGE?**
- **TEXT BOOKS AS DEFACTO CURRICULUM?**
- **ORGANIZING SCHOOL AROUND BUSES?**
- **TEACHERS STARTING A 1-2 DAYS BEFORE STUDENTS?**



The Miami Herald

Posted on Fri, May. 15, 2009

Report: Costly plan failed to improve schools

BY KATHLEEN McGRORY

kmcgrory@MiamiHerald.com

A \$100 million investment in Miami-Dade County's lowest performing public schools failed to boost student achievement, according to the school district's final report on the program.

The School Improvement Zone was a three-year push at 39 elementary, middle and senior high schools throughout the county. Students participated in a specialized reading program and had a longer school day than students at other schools. They also had a longer school year.

The zone was former Superintendent Rudy Crew's pet project. It was praised in education circles across the country.

But the investment yielded few results when it came to student performance on the Florida Comprehensive Assessment Tests, according to the district analysis.

And both students and teachers said they were exhausted by the extra hour a day in the classroom and the heavy workload.



Leading Questions

- What is leadership?
- Why do we need it at all levels?
- What does it look like?
- What should be our first step?
- What are some tools to help us?



Graduations Rates

