Preventing Curriculum Casualties

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Outcomes

Describe the factors that form the foundation of the preventive approach in school programming
Identify the next steps to implementing a preventative approach

Lessons from Health Care

pre-ven-tion  [pri-ven-shuhn]

In medicine, prevention is any activity which reduces the burden of mortality or morbidity from disease. This takes place at primary, secondary and tertiary prevention levels.

1. **Primary prevention** avoids the development of a disease. Most population-based health promotion activities are primary preventive measures.

2. **Secondary prevention** activities are aimed at early disease detection, thereby increasing opportunities for interventions to prevent progression of the disease and emergence of symptoms.

3. **Tertiary prevention** reduces the negative impact of an already established disease by restoring function and reducing disease-related complications.

Source: Dictionary.com

Source: Association for Education of Heart Attack

Source: American Medical Association
Universal design strives to be a broad-spectrum solution that helps everyone, not just people with disabilities. It is used to describe the degree to which a product (e.g., device, service, environment) is accessible by as many people as possible.

Source: wikipedia.org
What is your definition of "Curriculum Casualty"?

Deliberate decisions about what students learn and how

Curriculum Casualty is...

pre-ven-tion [pri-ven-shuhn]

In education, prevention is any activity which reduces the risk of poor student performance. This takes place at primary, secondary and tertiary prevention levels.

1. Primary prevention strategies are school-wide and universal responses that increase the likelihood of student success.

2. Secondary prevention strategies are aimed at early detection of poor performance thereby increasing opportunities for interventions to prevent further decline and to improve future development.

3. Tertiary prevention strategies reduce the impact of poor performance by providing highly individualized responses to stop decline.

Four Factors That Promote the Primary Prevention of Curriculum Casualties

- Assessment Literacy
- Curriculum Design
- Instructional Strategies
- Behavior Management Plan
Factor 1: Assessment Literacy

The Link Between Assessment Literacy and Prevention

The Role of Universal Screening

Curriculum Based Measurement

Curriculum-based measurement, or CBM, is a researched-based assessment for use in schools.

The system focuses on short tests, called probes, to ascertain student achievement on basic skills in reading, math, writing, and/or spelling.

CBM is quick, user-friendly, and inexpensive.

CBM is a viable assessment that works for teachers instead of against them.

Sources:

Aimsweb  www.aimsweb.com
DIBELS  https://dibels.uoregon.edu
Intervention Central  www.interventioncentral.org

Benchmark Scores for 2003-2004 School Year — Reading (Student)
Units of Measure for Behavior

ODR  Office Discipline Referral (Where, When, Who)
Majors/Minors  Categories of Discipline
Tardies/Absent Rate
Universal Screening of Emotional Status

What are the reasons that staff do not use data?

Strategies:
- Provide professional development in assessment literacy
- Streamline the data that is used
- Eliminate the jargon
- Work on fostering a culture of inquiry

Afraid of Data

Strategies:
- Provide professional development in assessment literacy
- Streamline the data that is used
- Eliminate the jargon
- Work on fostering a culture of inquiry

There is no data

Strategies:
- Complete assessment web to determine available data
- Identify and secure easy access to data
- Continue to work towards transparency of data

There is no time

Strategies:
- Inventory and prioritize the time allocated for other activities
- Re-assign functions of meeting time
- Think outside the box
Strategies:
- Evaluate the Assessment literacy of the staff
- Start small—one course, one class
- Plan for incremental roll out of data use
- Foster trust and collaboration

Key Indicators
- Evidenced based decision making
- Data collection system in place
- Data readily available
- Artifacts assist data analysis
- Time provided to analyze data
- Data informs teaching
- External assessment discussion

Reflection

What dependable student data could you collect right now to increase the likelihood of student success?

Factor 2: Curriculum Design

Schmoker (2006) Results Now

We could increase learning results dramatically if every school committed to “the most reasonable requirements”:

- A coherent, high-quality curriculum,
- Reasonably well-taught.
Curriculum is the agreed-upon, communicated set of decisions about what students will learn and how they will learn it.

It’s All about knowing where you’re headed.

What students will learn
How they will show their learning

Plan with the end in mind

School Curriculum that supports coherent learning

Learning & Assessment

Year-long Plan
Topic/Unit Plans
Lessons
### Year Long Plan: Kindergarten Science

<table>
<thead>
<tr>
<th>Aug/Sept</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
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<tr>
<td>The five senses</td>
<td>Seasons</td>
<td>Night &amp; day</td>
<td>Wonder about the world</td>
<td>Science &amp; Technology</td>
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<table>
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<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
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</thead>
<tbody>
<tr>
<td>Forces &amp; Motion</td>
<td>Matter &amp; Energy</td>
<td>Living things</td>
<td>Recycling</td>
<td>Plants</td>
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### Year Long Plan: 6th Grade Math

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<thead>
<tr>
<th>Aug/Sept</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
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</thead>
<tbody>
<tr>
<td>Number Sense</td>
<td>Number patterns &amp; fractions</td>
<td>Fraction operations</td>
<td>Algebra topics</td>
<td>Ratios &amp; proportions</td>
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<tr>
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<tr>
<td>Decimals</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Geometry (figures &amp; area)</td>
<td>Geometry (solids)</td>
<td>Data &amp; statistics</td>
<td>Data &amp; statistics</td>
<td>Probability</td>
</tr>
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### Topic/Unit Plan

**What’s it about?**

**Topic**

- sub-topic
- sub-topic
- sub-topic

**What will students learn?**

- Understandings
  - Skills
  - Vocabulary

**How will they show their learning?**

- Key assessment
  - Key assessment
  - Key assessment

**How will I teach them?**

- Lesson
  - Lesson
  - Lesson

### Essential Learning

**Strategies**

**Assessment Plan**

- Plan Unit
- Adjust Instruction
- Teache it
- Assess its impact

### Key to Improved Results

Powerful, proven structures for improved results already exist. They begin when a group of teachers meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, and then share lessons and create strategies to improve upon those levels.

Mike Schmoker
The Link Between Curriculum Design and Prevention

What gets learned
Who can access
Where we go next
When it’s not working

Isolation
Independence
Insufficient time

Translation
Teach and assess the most important learning for every student in every classroom every day

Arne Duncan, 2009

Fullan, 2006

Moral Purpose of Education

Close the Gap

Raise the Bar

Standards
College Ready
Career Ready
International Benchmark
Key Indicators

- Written, standards-based curriculum
- Collaborative planning process
- Identified proficiency targets
- Responses for struggling students
- Responses for excelling students
- Common Assessments
- Data-based adjustments to teaching

Reflection

What steps could you take right now to increase teacher willingness to and accountability for teaching a commonly agreed upon curriculum?

Factor 3: Instructional Strategies

The Link Between Instructional Strategies and Prevention

Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning

by Mike Schmoker

A sobering recent study based on 1,500 classroom observations puts a fine point on these trends (Learning 24/7, 2005). If you care about student learning, these findings are chilling:

Reaffirmed in the Pianta(2007) study of 2500 classrooms
Classrooms in which there was evidence of a clear learning objective: 4 percent

Classrooms in which high-yield strategies were being used: 0.2 percent

Classrooms in which there was evidence of higher-order thinking: 3 percent

Classrooms in which students were either writing or using rubrics: 0 percent

Classrooms in which fewer than one-half of students were paying attention: 85 percent

We know more about effective instruction than we ever have.

Now, more than ever, we have to bridge the gap between theory and practice.
Center for Catholic School Effectiveness
SOS Materials located at luc.edu/ccse

Carol Ann Tomlinson
Differentiated Instruction

**DI is..**

- An approach that benefits all students
- Curriculum, instruction, and assessment that is carefully designed to meet the needs of students
- Creating diversity in instruction—mixing lesson formats, instructional arrangements, support, etc. for all learners
- Something most teachers are doing already perhaps without realizing it

**DI is not...**

- An approach designed to help just disabled students
- Adaptations “tacked on” to already developed lessons
- Changing parts of a lesson for one or two students
- A new approach to teaching and learning

**Understanding the needs of Struggling Learners**

- DI helps to pay attention to relevance
- DI goes for powerful learning
- DI helps to set the bar high
- DI uses many avenues for learning

**Understanding the needs of advanced learners**

- Advanced learners can become mentally lazy, even though they do well in school
- Advanced learners may become “hooked” on the trappings of success
- Advanced learners may become perfectionists
Key Indicators

★ Talk about effective teaching strategies
★ Teachers collaborate on implementing strategies
★ Values use of DI
★ Evidence of DI in the classrooms
★ System to address students who struggle
★ System to address students who excel

Factor 4: Behavior Management Systems

Reflection

What steps can you take right now to increase your staff’s repertoire of research based strategies?

How many Bosses do you have??

How Many Bosses do our students have??

The Link Between Behavior Management and Prevention
Over 35 years of research has shown us that universally defined and articulated behavioral expectations has:

- significantly decreased behavioral issues
- increased time for teaching and learning

Existing discipline procedures are ineffective:

- punishment
- exclusion
- counseling

Paradigm Shift

Moving from school culture that

- is set up to “catch” kids breaking the rules. (Punitive approach)
- to a culture that is set up to “catch” kids in positive behaviors. (Positive approach)

An Example...

What is your definition of “Tardy”?

First Things First... Establishing a Positive Climate

“Climate gives all students the sense that they can learn and succeed, that they can collaborate and question, that they are all valued as part of a learning community…”

Gayle Gregory, Differentiating Instruction

When Students First Enter Your School...

- How do you begin to build a sense of belonging? (inclusiveness)
- How do you build an environment where students feel they can contribute?
- How do you help students feel safe? (physically and emotionally)
Elements of a Positive Approach

- Proactive – emphasis on prevention
- Common approach to discipline
- Clearly defined behavior expectations
- Direct teaching of expected behavior
- Frequent celebrations for appropriate behavior
- Strategies for discouraging/preventing inappropriate behavior
- Misbehavior offers a “teachable moment” and is dealt with immediately in a positive way

Steps to Implement PBIS

- Define
  - Positively describe the desired behaviors
- Teach
  - Explicitly instruct the desired behaviors
- Remind
  - Reinforce desired behaviors by “pre-correcting”
- Correct
  - Use misbehavior as a teachable moment in a positive manner
- Celebrate
  - Positively Reinforce Often!

PBIS Schools Report...

- an increase in attendance
- students view school as a more positive and calm environment
- teachers report a more positive and calm environment and relationship with students
- reduction in the proportion and number of behavioral disruptions
- an increase in academic performance


St. Michael School PBIS Matrix

<table>
<thead>
<tr>
<th>BOXES</th>
<th>BUS STOPS</th>
<th>ARRIVAL &amp; DISMISSAL</th>
<th>BATHROOM</th>
<th>LUNCHROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE SAFE</td>
<td>1. Keep hands off others (hand in hand, balance to body, backpack or on the lap) 2. Use quiet voices on the bus 3. Keep hands, feet, objects, or yourself in your own space 4. Do not pass on the walkway of your side of the bus 5. Keep in your seat or in the bus (provide me with a reason if you are not on the bus)</td>
<td>1. Keep hands and feet to yourself 2. Do not go into the walkway of your side of the bus 3. Stay on the walkway of your side of the bus 4. Keep an off-white or white or light-colored shirt 5. Be respectful of others</td>
<td>1. Use designated areas promptly 2. Do not pass on the walkway of your side of the bus 3. Be respectful of others while passing side by side 4. Do not pass on the walkway of your side of the bus</td>
<td>1. Use bathrooms appropriately 2. Do not block with your backpack 3. Turn off music 4. Do not use phones 5. Use restroom at appropriate times</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>1. Take your seat and buckle your seatbelt</td>
<td>1. Remember the personal property of others, including your seat and the bus</td>
<td>1. Remember to poll and check</td>
<td>1. Keep your personal property in your backpack</td>
</tr>
<tr>
<td>BE PREPARED</td>
<td>1. Make sure to have all belongings with you when exiting the bus</td>
<td>1. Bus rules 2. Have belongings in your clip 3. Respect the rules of the bus</td>
<td>1. Don’t be late 2. Be on time 3. Head to the bus stop 4. Head to the office 5. Head to the newspaper</td>
<td></td>
</tr>
</tbody>
</table>

Key Indicators

- St. John’s Teach Day
Key Indicators
★ 3-5 agreed upon school-wide behavioral expectations
★ System to teach behavioral expectations to students
★ System to teach behavioral expectations to transfer students
★ Plan to celebrate student success
★ System to collect data on student behavior
★ Data used to make changes in school program

Reflection
What steps can you take right now to become more deliberate in teaching your behavioral expectations?

A Word about Developing Secondary and Tertiary Responses for Catholic Schools

Tertiary Prevention
Secondary Prevention
Primary Prevention
Wrap Around
Teacher Assistance Team
Targeted Group Interventions
Assessment Literacy
Curriculum Design
Instructional Strategies
Behavior Management
On-going Assessment

What is a Targeted Intervention?

☆ An intervention (or set of interventions) known by ALL staff and available for students during the school day.

☆ Interventions provide ADDITIONAL student support in academic, organizational, and/or social support areas.

Critical Features
☆ Intervention is continuously available
☆ Rapid access to intervention (less than a week)
☆ Very low effort by teachers
☆ Positive system of support
☆ Students agree to participate
☆ Implemented by ALL staff/faculty in a school
☆ Flexible intervention based on data
Basic rule:
Do the least amount to produce the biggest effect!

The Use of Teacher Assistance Teams

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www.luc.edu/ccse