

Renewing a Standards–Based Approach to Education

(Geneseo's Progress 2018–2023)

Our Journey ... (so far)

In 2012-13, the Geneseo School District worked hard to align curriculum to the “new” Illinois Learning Standards



In 2019, the BOE updated policy 1:40 and an awareness of key student metrics was introduced



The District vowed to come out of COVID stronger than when it went in



Collaborative Teams, Instructional Coaching, Timely and Effective Feedback, Common Assessments

Staff turnover naturally happens, undoing years of hard work if the systems created and culture are not built to outlast those that created them. Just 67% of cert. staff from 18-19 will still be in place next year.

March 2020
COVID Hits

Guaranteed and Viable Curriculum, Priority and Supporting Standards, Vertical Alignment, RtI

Transformational Change

- It's critical that we create a system and culture that lasts beyond those that created them.
- In the last 5 years, we've replaced 33% of our certified staff. It will be at least 44% by 2028.



Coalition for Change

Coalition - a temporary alliance of distinct parties, persons, or states for joint action. Our coalition consists of 22 teachers and admin from all levels.

- ▣ What distinguishes definitions of coalition from definitions of committee is inclusion of the word action.
- ▣ While committees offer recommendations for actions, coalitions take action.
- ▣ Coalitions shoulder responsibility for making change and putting new ideas into practice.
- ▣ They are the frontline leaders in reform, united in their efforts and committed to significant and meaningful improvement. (Get Set, Go! [p.38-39])

Questions We've Asked on our Journey

1. What is the best way to create sustainable district systems and a productive, healthy culture?
2. What do we want our students to know and be able to do?
3. How will we know when a student has met the academic achievement mark?
4. When will we teach each standard and for how long?

Questions We've Asked on our Journey

5. How will we accurately assess what our students have learned?
6. Do we really mean “all students” when we say all students can learn?
7. What about homework?
8. What if a student does not learn the material the first time or at the prescribed time? Does learning stop for them?

Questions We've Asked on our Journey

9. How can we increase the frequency, effectiveness, and timeliness of feedback to students and families?
10. How can we be more accurate in grades and grading practices?
11. How can we teach, reinforce, and assess the important non-academic behaviors, dispositions, and skills we want to see in our students?
12. What does meaningful culminating feedback look like for stakeholders?

Rooted in Research (Examples)

Students

Self-efficacy has an effect size of 0.63, which is well over the hinge point of 0.40.

Hattie's definition of self-efficacy is, *"The confidence or strength of belief that we have in ourselves that we can make our learning happen."*

Teacher

Teacher clarity is both a method and a mindset, and it has an effect size of 0.84 (Hattie, 2022).

It's teaching that is organized and intentional. It brings a forthrightness and fairness to the classroom because student learning is based on transparent expectations.