

Upcoming Events

Visit www.LeadandLearn.com/events to learn more about these events, and to register online.

90/90/90 Schools™ Summit:

The Latest Research on Sustainable Improvements in the Nation's Most Challenging Schools

December 14-15, 2010 Las Vegas, Nevada
April 14-15, 2011 Bethesda, Maryland
May 3-4, 2011 St. Louis, Missouri

Effective Grading Practices Summit

December 13, 2010 Las Vegas, Nevada
May 2, 2011 St. Louis, Missouri

Five Easy Steps to a Balanced Science Program Seminar

January 13-14, 2011 Las Vegas, Nevada
May 17-18, 2011 Chicago, Illinois

Data Teams Summit

February 9-10, 2011 Clearwater Beach, Florida

Common Core State Standards U.S. Tour

December 13, 2010	Las Vegas, Nevada
January 12, 2011	San Jose, California
January 18, 2011	Miami-Dade, Florida
January 27, 2011	Boston, Massachusetts
February 8, 2011	Clearwater Beach, Florida
February 22, 2011	Charlotte, North Carolina
March 9, 2011	Atlanta, Georgia
April 13, 2011	Washington D.C.
April 26, 2011	Boston, Massachusetts
May 11, 2011	Denver, Colorado
May 19, 2011	Columbus, Ohio
June 14, 2011	Des Moines, Iowa

Rigorous Curriculum Design Planning Seminar

March 2-3, 2011 Dana Point, California

Publications & Services

Visit www.LeadandLearn.com for more information.

Books & DVDs:

Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment

By: Larry Ainsworth

Leaders Make it Happen! An Administrator's Guide to Data Teams

By: Brian McNulty, Ph.D. & Laura Besser

Standards, Assessment, & Accountability: Real Questions from Educators with Real Answers from Douglas B. Reeves, Ph.D.

Services:

Implementation Audit Service

How to Stop "Initiative Fatigue" and Close the Knowing-Doing Gap in Educational Systems

Leadership Maps

Let Us Design a Leadership Map™ for You that will Depict the Relationship Between Student Achievement and Professional Practices.

Leadership Performance Coaching

Upcoming Free Webinars

Can't make it to a webinar below? Visit www.LeadandLearn.com/Webinars to access our webinar archive. To receive e-mail notifications of upcoming webinars, register on our website at www.LeadandLearn.com/Register.

Leadership and Learning 2010

Dr. Reeves is the founder of The Leadership and Learning Center and works with education, business, government, and nonprofit organizations around the world. Reeves is the author of more than twenty books on leadership and organizational effectiveness, including the forthcoming *Assessing 21st Century Skills* to be published by Solution Tree. He has twice been named to the Harvard University Distinguished Authors Series, was named the Brock International Laureate for his contributions to research. He can be reached at DReeves@LeadandLearn.com, and complete copies of today's research slides are available as a free download at www.LeadandLearn.com.

For a free copy of all research slides, contact:
Douglas B. Reeves, Ph.D.
DReeves@LeadandLearn.com
LeadandLearn.com
+1.303.504.9312, ext. 512

The
Leadership
and Learning
Center™

Leadership and Learning 2010:

Douglas B. Reeves
For a complete copy of the slides go to:
www.LeadandLearn.com
The Leadership and Learning Center

DReeves@LeadandLearn.com
303-504-9312, ext. 512

You Are a REVENUE SOURCE, not an Expense

- 16,100 dropouts in Colorado
- \$4.2 billion lost wages and productivity in ONE CLASS
- \$ 280 million in medical care
- \$ 92 million PER YEAR SAVINGS from a FIVE PERCENT REDUCTION IN MALE DROPOUT RATE

Overview

- Research Update
- Confronting stress, anxiety, and burnout
- The focus imperative
- Where to focus: The “big six”
- Getting ready for the Common Core

Today will be a success if ...

Research Update

- **Closing the Implementation Gap**
- **From 90 90 90 to 100 100 100**
- **The Power of Nonfiction Writing**
- **The Relative Impact of Socioeconomic Status, Teaching, and Educational Leadership**

Closing the Implementation Gap Research

The critical variable for professional learning is DEEP IMPLEMENTATION

Source: Reeves, D. (2010). *Transforming professional development into student results*. Alexandria, VA: ASCD

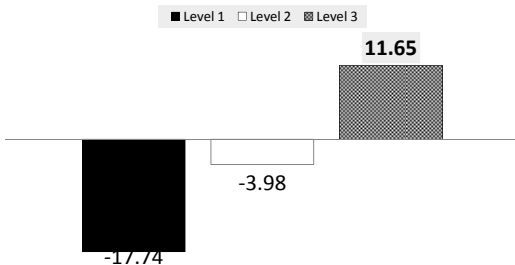
Planning for Success:

- Efficacy – bone deep belief that teaching and leadership matter
- Prioritization – six or fewer
- Specificity
- Measurability
- Monitoring (adult actions, not just test scores)

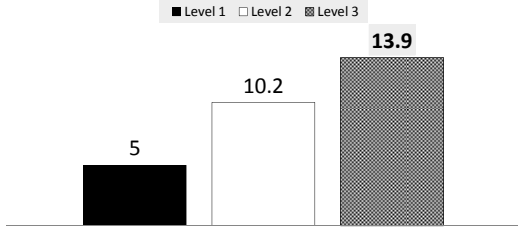
Does it Work?

2,000 Schools
1.5 million students
Diverse populations
Three years of student achievement data

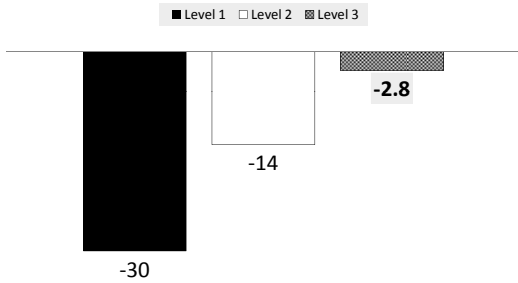
All Schools, All Subjects Only High Scores Yield Gains



Only Improving Schools Deep Implementation Maximizes Impact

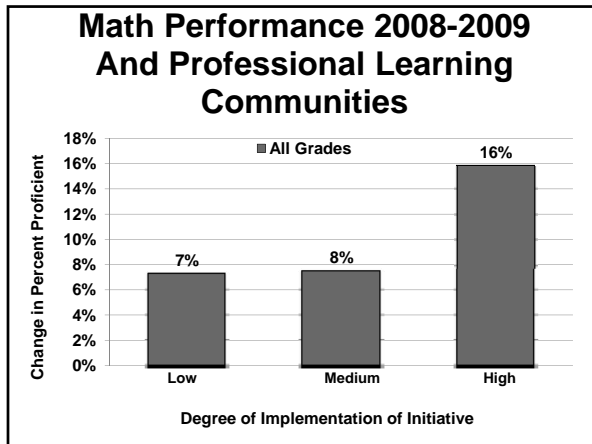


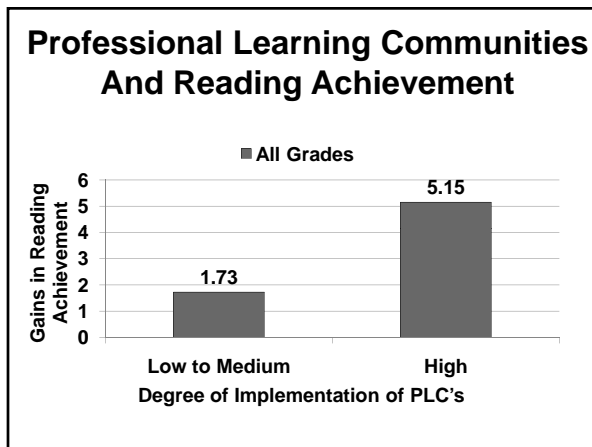
Only Declining Schools Deep Implementation Mitigates Damage

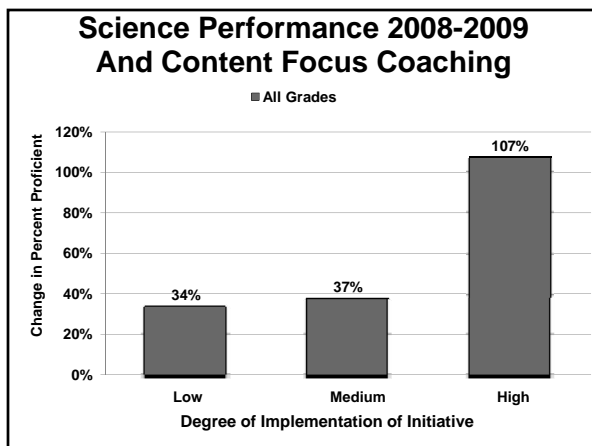


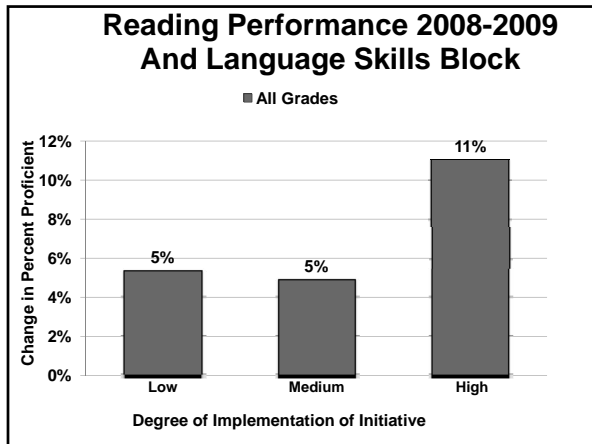
Other Key Findings

- More than six priorities inversely related to achievement
- 90% faculty participation, 3-5 times higher achievement gains than 10% faculty participation
- PRACTICES, not PROGRAMS









Sustainability in High Performing High Poverty Schools

- **90 90 90 Research**
 - Replicated over time by independent researchers
 - Virtually identical findings:
 - 1) Laser-like focus on achievement
 - 2) Collaborative scoring
 - 3) Non-fiction writing
 - 4) Multiple opportunities for success

From 90 90 90 to 100 100 100

- Poverty levels increasing
- Second language students increasing
- Parental anxiety and stress increasing
- And . . .
- Dramatic reduction in failures
- Increase in college credit
- Improvement in discipline and morale

The Relative Impact of Demographics, Teaching, and Leadership on Achievement

- Socioeconomic status – 50% of a standard deviation
- Feedback on student performance – 73%
- Formative assessment – 90%
- Teacher clarity – 72%
- Teacher-student relationships – 72%
- Microteaching – 88%

Source: Hattie, John (2009). *Visible Learning*

The Power of Nonfiction Writing

- Original research – nonfiction writing and improved achievement in math, science, social studies, and reading comprehension
- 2009 Update – emphatic reinforcement of original research; writing least likely to be taught in secondary science and social studies

Stress, Anxiety, and Burnout

What are prevailing sources of stress and anxiety for you and colleagues?

Prevailing Hypothesis

- Data and feedback are sources of stress
- Don't ask teachers to do data analysis, reflection, or comparison – it will push them over the edge and it feels too much like evaluation

The Evidence: Efficacy and Harmonious Passion

- EFFICACY: We influence the results
- HARMONIOUS PASSION:
 - The result is something we influence
 - The result is important to us

The “Best Days”

- Teresa Amabile, *Harvard Business Review*, January-February 2010
- DAILY feedback on progress dramatically more related to satisfaction, motivation, and feeling of “best day” at work

The Focus Imperative

Leadership Focus

The Greatest Gift to Your Staff
and Students

Focus at the Individual Level

New York Times, 5/2/2010:

Half of American teenagers – defined in the study as ages 12 through 17 – send 50 or more text messages a day and that one-third send more than 100 a day. Two thirds of the texters surveyed by the Center’s Internet and American Life Project said they were more likely to use their cellphones to text friends than to call them. Fifty-four percent said they text their friends once a day, but only 33 percent said they talk to their friends face-to-face on a daily basis

The Myths of Multi-tasking

- “Multi-taskers are just lousy at everything. . . High multi-taskers are suckers for irrelevancy.”
- “The core of the problem is that multi-taskers think they’re great at what they do, and they’ve convinced everybody else they’re good at it too.”

Source: Prof. Clifford Nass. (August 2009) Stanford University.

Focus at the Organizational Level

Where to Focus: The Big Six

Formative Feedback	Efficacy
Time	Nonfiction writing
Expectations	Monitoring

So What If You Make Some Mistakes?

Choices of Error:
Type I and Type II
