

**Leading Student Achievement:
Our Principal Purpose**

**Diriger la réussite des élèves :
notre ligne directrice**

August 2006

**Carmel Crévola Presents
Breakthrough: Redesigning Classroom
Instruction to Transform Learning**

DVD & Facilitator's Guide

*A partnership between
the Literacy and Numeracy Secretariat and
the Provincial Principals' Associations
(ADFO, CPCO and OPC)*



The Literacy and Numeracy Secretariat
Le Secrétariat de la littératie et de la numératie



Curriculum
Services
Canada

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programmes
d'études Canada

Breakthrough: Redesigning Classroom Instruction to Transform Learning – August 2006

Carmel Crévola is an independent international literary consultant, author, and researcher who works extensively in Australia, Canada, the United Kingdom, and the United States.

Carmel Crévola's presentation is based on the material in *Breakthrough*, the book detailing the work she has undertaken with Michael Fullan and Peter Hill. The presentation provides guidelines for developing assessment processes and instructional practices that increase the levels of student learning and achievement. Crévola begins by highlighting the purpose and results of the Ontario project Leading Student Achievement: Our Principal Purpose. She then outlines the guiding principles at the centre of *Breakthrough* thinking, describes the *Breakthrough* framework, and stresses the importance of moral purpose in education. From there, she explains the 'Triple P' *Breakthrough* components: personalization, precision, and professional learning.

Contact:

For more information on *Breakthrough* visit www.corwinpress.com or contact Carmel Crévola at crevola@mac.com

Resources:

Book: Fullan, M., Hill, P., Crévola, C. (2006). *Breakthrough*. Thousand Oaks: Sage Publications.

PowerPoint: A copy of Crévola's PowerPoint slides for the presentation is available. Go to the home page of your Principals' Association and click on the 'Leading Student Achievement' button to access the website.

Segments:

- 1...Introduction
- 2...Leading Student Achievement (LSA) Project – Purpose and Results
- 3...Guiding Principles of Breakthrough
- 4...Breakthrough Framework
- 5...Moral Purpose
- 6...Personalization
- 7...Precision
- 8...Sample Assessment to Illustrate Precision
- 9...The 'Walk-Through' Process
- 10...Instruction Versus Teaching
- 11...The 'Critical Learning Instructional Path' (CLIP)
- 12...Professional Learning
- 13...Conclusion

1...Introduction

(Length: 7 minutes)

Synopsis:

Crévola lists the objectives of the workshop presentation.

Look for the following:

- The six objectives of the workshop

After viewing Segment 1:

- Highlight the particular topics you will cover and discuss.

Digging Deeper:

- PPT#2

2...Leading Student Achievement (LSA) Project – Purpose & Results

(Length: 6 minutes)

Synopsis:

Crévola shows the connection between the LSA project and her own work. She points out that both areas focus on raising the bar for student achievement and on closing the gap between the high achievers and those who are less successful. She explains that the greatest opportunity to narrow the gap is in the early years up to the age of eight, when it is possible to accelerate students up to grade level. She describes the support the project has supplied thus far, along with the preliminary results of the project.

Look for the following:

- The goal of the LSA project
- The support the LSA project has provided
- The preliminary results of the project

After viewing Segment 2:

- Review the goal of the LSA project.
- Take some time to reflect on the preliminary results as they relate to your setting. At what stage of skill development are you? At what level of development is the PLC at your school? What are the immediate challenges facing you and your school?

Digging Deeper:

- PPT#3–5

Guiding Principles of *Breakthrough*

(Length: 9 minutes)

Synopsis:

Crévola points out that the guiding principles of *Breakthrough* connect strongly to the LSA project, particularly in recognizing the crucial importance of the principal's leadership role in a school. She also emphasizes the necessity of a tri-level approach in order to transform classroom instruction.

Look for the following:

- The role of leadership
- The importance of leadership in effective schools
- Ubiquitous leadership in educational reform
- Tri-level leadership
- Distributed leadership

After viewing Segment 3:

- Define the three types of leadership: ubiquitous leadership, tri-level leadership, distributed leadership.
- Assess the level of success of each of these forms of leadership in your work environment. Use the chart below to summarize your thinking.

Form of Leadership	Positive Indicators of Success	Areas for Further Development
Ubiquitous Leadership		
Tri-level Leadership		
Distributed Leadership		

Digging Deeper:

- PPT #7-8

4...*Breakthrough* Framework

(Length: 19 minutes)

Synopsis:

Crévola begins by explaining that for an idea to move from invention to innovation, diverse 'component technologies' come together. To illustrate her meaning, she uses the development of the DC3 as an example. Then she poses the question. "What are the critical components for a *Breakthrough* system to take off in your school?" The answer to this question is found in the *Breakthrough* framework.

See Appendix A on page 11 for *Breakthrough* framework.

Look for the following:

- The concept of 'component technologies'
- The meaning of an 'ensemble' of technologies
- The analogy of the DC3 aircraft
- The connection between the analogy and the *Breakthrough* framework
- The components of the *Breakthrough* framework

After viewing Segment 4:

- Explain the meaning of 'component technologies.'
- How does this concept apply to the *Breakthrough* framework?
- Distribute copies of the *Breakthrough* framework (*Breakthrough*, page 91) and ask teachers to work in teams of three to explain the meaning of each component.

Digging Deeper:

- *Breakthrough*, pages 13-14
- *Breakthrough*, pages 89-94
- PPT #9-14

5...Moral Purpose

(Length: 30 minutes)

Synopsis:

The glue that binds 'The Triple P Core Components' is moral purpose. Four beliefs and understandings constitute the moral purpose of education and form the foundation of action. These have to be in place, beginning with the first and building to the fourth.

Look for the following:

- The moral purpose as glue
- The moral imperative of school leadership
- One's responsibility within one's school community for the learning of all students and fellow teachers
- The difference between 'belief' and 'reality'

- The meaning of 'hope'
- The four beliefs that constitute the moral purpose of education

After viewing Segment 5:

- In teams of three, examine each belief statement, listing barriers to its fulfillment and possible actions to overcome these barriers.

Belief Statement	Barriers to Fulfillment	Suggestions for Actions
1. All students can achieve high standards given <i>sufficient time and support</i> .		
2. All teachers can teach to high standards given the <i>right conditions and assistance</i> .		
3. High expectations and early interventions are essential.		
4. Teachers need to be able to articulate <i>what they do and why they do it</i> .		

Digging Deeper:

- *Breakthrough*, page 12
- PPT #19-23

6...Personalization

(Length: 17 minutes)

Synopsis:

The three components that form the *Breakthrough* system are called 'The Triple P Core Components'. These three components must be synergistically interconnected in order to raise the bar and close the gap between high achievers and those less successful. The first of these core components is personalization. This is education that puts the learner at the centre and provides an education that is tailored to the students' learning and motivational needs at any given moment. Every teacher should use personalization if all students are to learn.

Look for the following:

- A recommended source for information on differentiated instruction
- The most effective way to impact student learning and behaviour
- The meaning of personalization
- The need to raise the skill level of the least effective teachers
- Personalization versus mass production; theory versus trade based education

After viewing Segment 6:

- Define 'personalization.'
- List all of the things you are being exposed to in your educational setting that actually come under the heading of 'personalization.'
- Of these, which are being incorporated into classroom practice in your school?
- What do you need to do to assist your teachers in developing skill in the use of personalized instruction and making it a part of their daily practice?

Digging Deeper:

- *Breakthrough*, pages 16-17
- PPT #25-30
- Tomlinson, C.A. (1998). *The differentiated classroom: responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

7...Precision

(Length: 31 minutes)

Synopsis:

Crévola defines precision as getting things right. In the classroom context, it is especially important to get it right for those students with the greatest challenges. Precision involves assessment for learning, where appropriate, and powerful assessment tools that produce data that is used to inform instruction. The next step is to track the students' improvement/progress and evaluate the impact of the instruction.

Look for the following:

- The page references in *Breakthrough*
- The definition of precision
- Precision in the service of personalization
- The needs of challenged students
- The positive role of assessment for learning
- The need to determine the most powerful assessment tools
- The importance of using assessment to inform instruction
- The need to track student improvement and evaluate the impact of instruction
- The importance of starting points and ongoing processes

After viewing Segment 7:

- Define 'precision.'
- List the assessment tools that are currently used in K, 1, 2, and 3 in your school.
- Of these tools, which are the most powerful? Have the teachers been involved in determining the most powerful tools?
- Do the teachers on each grade level team use the same tools and compare the results?
- To what extent do the assessment tools used in K, 1, 2, and 3 inform instruction?
- In what way(s) is student achievement in K, 1, 2, and 3 monitored and tracked in your school?

Digging Deeper:

- *Breakthrough*, pages 17-20
- PPT #31-36
- Contact the Literacy and Numeracy Secretariat of Ontario for further information on 'Data Walls.'

8...Sample Assessment to Illustrate Precision

(Length: 3 minutes)

Synopsis:

Crévola gives an example of a lack of precision and points out the need for a pattern of measures to obtain the whole picture.

Look for the following:

- The skill in oral language that the eight- and nine-year-olds demonstrated positively on the assessment
- The area of limitation demonstrated by the students on the assessment
- The reason the students demonstrated limited ability in this particular skill
- The point Crévola is making using this example

After viewing Segment 8:

- Summarize the point made by Crévola through her description of this example.

9...The 'Walk-Through' Process

(Length: 3 minutes)

Synopsis:

Crévola points out that a visit to a classroom is a process that should involve specific components in order for it to be a valuable learning experience.

Look for the following:

- The two aspects of a walk-through
- The components that should be in place for a classroom visit to be worthwhile
- The goal of classroom visitations
- What to avoid in a walk-through

After viewing Segment 9:

- In planning the next cross-school visitation, what process will you establish with the other principal to ensure that there is a beneficial result in terms of learning and change in practice?

10...Instruction Versus Teaching

(Length: 9 minutes)

Synopsis:

Crévola defines both 'instruction' and 'teaching' with the end result that one sees that instruction is superior to teaching. She then gives an example of instructional practice the focus of which is listening and responding. She concludes with a compelling statement that school leaders have the responsibility of knowing what precision in instruction looks like and sounds like. Only then are they capable of fulfilling their role as instructional leaders in their schools.

Look for the following:

- The need for system/school coherence
- The definition of 'instruction'
- The definition of 'teaching'
- The example of instruction whose focus is listening and responding
- The lesson the example illustrates
- The challenge Crévola presents to school leaders

After viewing Segment 10:

- With a partner, create a chart with two columns, one titled 'Instruction' and the other, 'Teaching.' Under each heading, list the characteristics.

Instruction	Teaching

- Continuing the discussion with your partner, explore where each of your schools is in terms of a focus on instruction as opposed to teaching. Assess what needs to be done to move forward on instruction as a cohesive focus and practice in your schools.

Digging Deeper:

- *Breakthrough*, page 29 (definition of instruction)
- *Breakthrough*, Chapter 4
- PPT #39-40

11...‘Critical Learning Instructional Path’ (CLIP)

(Length: 1 minute)

Synopsis:

Crévola refers to the ‘Critical Learning Instructional Path’ (CLIP), stating that it consists of 12 steps. These 12 steps are an expansion of the more limited number of steps presented in *Breakthrough*; they illustrate the ongoing development of her thinking regarding the process.

Digging Deeper:

- *Breakthrough*, pages 54-55
- *Breakthrough*, Chapter 5
- PPT #45-46

12...Professional Learning

(Length: 8 minutes)

Synopsis:

Crévola states that teachers cannot get to personalization and precision in the classroom without daily professional learning. To accomplish this, teachers must be reflective practitioners who are involved individually and collectively in reflection. She explains how to bring this about.

Look for the following:

- The ‘look’ of effective professional learning
- The beginning point for reflective practice
- The best support for teachers in their professional learning

After viewing Segment 12:

- List the criteria of effective professional learning as outlined by Crévola.
- Answer the following questions:
 - a) What are you and the teachers in your school currently doing that demonstrates these criteria?

- b) As the instructional leader in your school, what actions do you need to initiate to improve the professional learning of your teachers and impact instructional practice?
- c) From the list you have generated in (b), what one action would make the best starting point for the continued professional learning of teachers in your school?

Digging Deeper:

- *Breakthrough*, pages 21-26 and page 86
- PPT #41-44

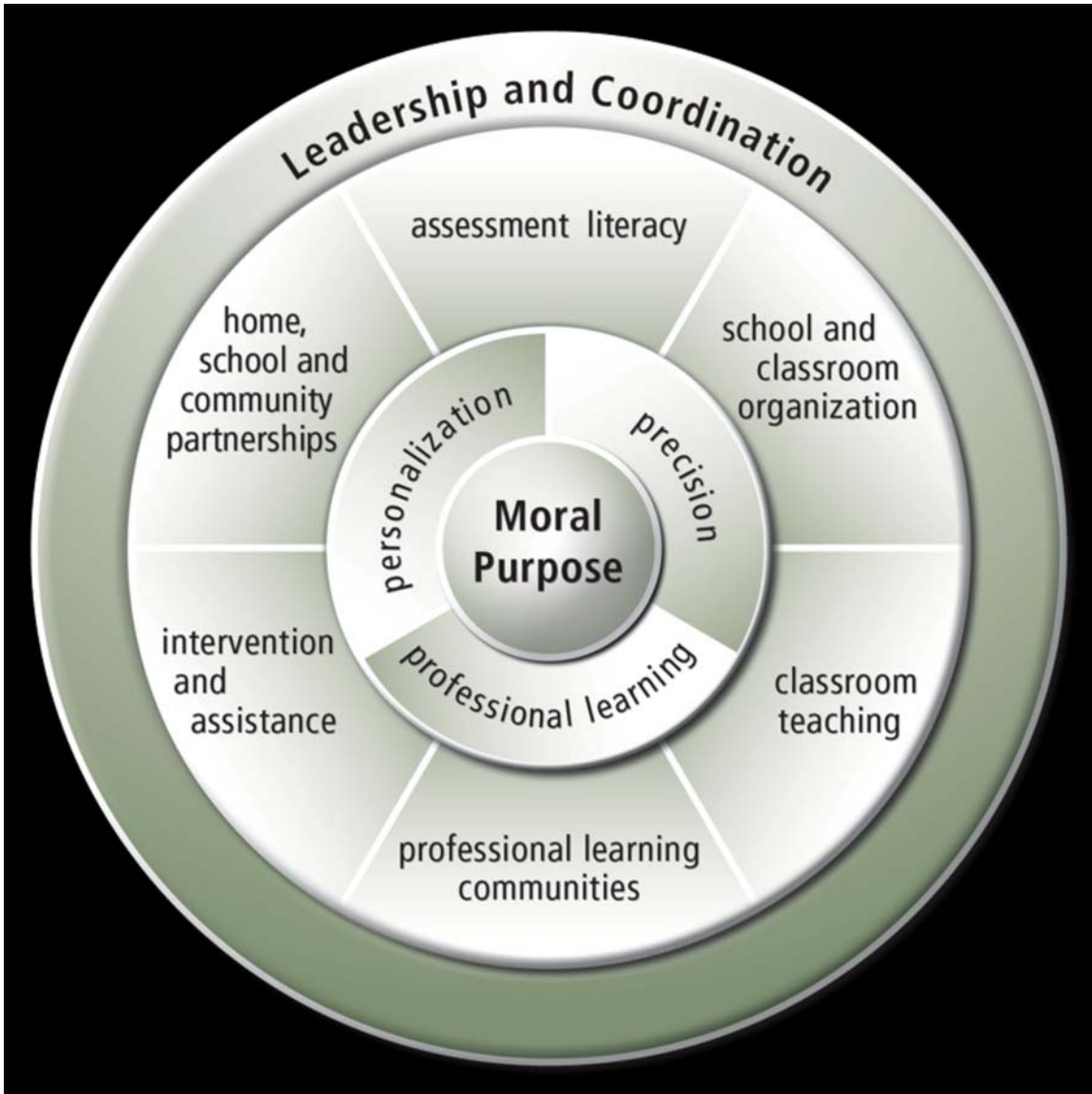
13...Conclusion

(Length: 1 minute)

Synopsis:

Crévola ends the presentation by expressing the hope that she has provided 'hooks' that will lead to a professional development that is both real and practical.

Appendix A



Source: *Breakthrough*, 2006.