

# UC Davis School Of Education - January 2020 CISI E-Bulletin

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January 2020 | Vol. 8, No. 1



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***California Institute for School Improvement: partnering with California school districts since 1984.***

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## This Laugh's On Us.



**“You’re telling me it will take 13 years to install my education! What kind of outdated software is this school using?”**

## California Superintendents Collaborative Network Establishes a new cohort of superintendents in partnership with UC San Diego

Center for Applied Policy in Education

Building on the success of the Superintendents Collaborative Network at UC Davis, now in its fourth year, the Center for Applied Policy has **partnered with UC San Diego** to establish a second cohort of superintendents in southern California. Feedback from the first session that was held on the UCSD campus last month stated, "Thank you for a wonderful day! It was so nice to have such an inspiring day in a beautiful space" and "The case study discussion—very powerful. I really enjoyed practical application of real “issues” we are, collectively feeling". These two groups of superintendents, along with the Superintendents's Executive Leadership Forum (SELF), serve 48 school district superintendents statewide.

- *“The beauty of this network—what I appreciate the most, why I attend every meeting—is that you’ve got a dozen superintendents who are all contributing to addressing a problem. It is incredibly fruitful to hear how others are addressing the same issue.”*
  - *“I’ve learned the power of deep reflection and asking the questions and how to clarify my own thinking and the thinking of others . . . [the facilitator] also contributed to my system-wide thinking.”*
- Superintendent Interviews, Spring 2019

The Superintendents Network, is made possible thanks to grants from the Stuart Foundation, is an action-oriented, inquiry-based, collegial body; essentially, a superintendent think tank. As a learning organization, the network collaboratively advances systemwide district policies that impact Pre K-12 public education in California with a focus on "systemness" and the instructional core.

Recruitment for CAP-Ed's annual programs begins in Spring each year:

1. **California Superintendents Leadership Networks** - (SELF and the Superintendents Network) - serving 48

school district superintendents

- **Shared Leadership Collaborative** - *"It is very rare to see collaboration between multiple roles (teacher, principal, superintendent) and across districts of various grades. Very valuable to be able to do it." - Session Feedback*
  - **Central Office Transformation Lab District Visits** - *"My visit to Highline District [with Dr. Meredith Honig of University of Washington] helped me see how important full district support for student learning is. Everyone [in the district office] knew the challenges principals were facing from recruitment and HR support. The district had open communication and transparency with principals and was focused on "what can we do to help you to improve student learning?" — Superintendent Interview, Spring 2019*
2. **California Principals' Support Network (CAPS)** - serving 420 principals and teachers in 5 cohorts statewide
  3. **California Institute for School Improvement (CISI)**

Learn more about the Center for Applied Policy (CAP-Ed) leadership networks [HERE](#).

To contact us about early enrollment, please email [caped@ucdavis.edu](mailto:caped@ucdavis.edu)

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## Children's Mental Health a Cause for Concern in Report on California Youth Policies





(EdSource) - January 29, 2020

California scores a C- on **“The 2020 CA Children’s Report Card”**, published by the Oakland-based advocacy organization Children Now. While some scores came in high, there is a serious cause for concern related to student mental health.

Scores have improved in the areas of health insurance and school discipline and absenteeism, but mental health received an “F” for its ratio of students to counselors, psychologists, social workers and nurses on school campuses.

“Districts are actually hiring more psychologists, ...but sometimes lack applicants. Only a handful of universities offer graduate programs in school psychology, and can’t graduate enough new psychologists to keep up with the demand. Some universities, such as Sacramento State, are expanding their programs to help alleviate the shortage.” - Maureen Schroeder, president of the California Association of School Psychologists and a psychologist in the Elk Grove Unified School District”

Read the article [HERE](#).

## The Long Road to College from California's Small Towns

### *The push to 4-year degrees starts in elementary schools.*

(EdSource) - December 20, 2019

This article takes a look at some of the reasons why students from rural communities are notably under-represented on CA college campuses and what is being done about it.

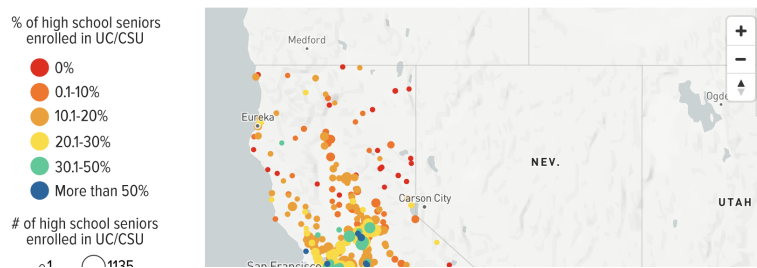
Some of the issues...

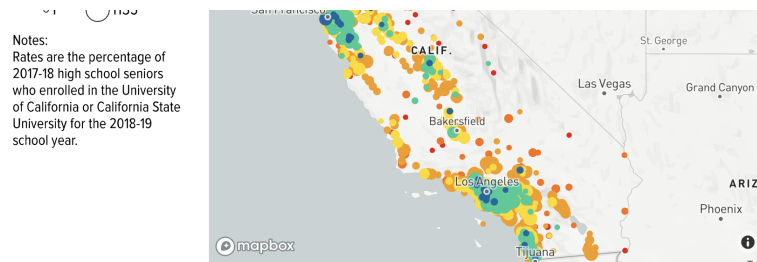
- A lack of college prep course work
- College costs & socio-economic challenges
- Limited jobs requiring a bachelor's degree in rural communities

What's being done...

- Advancing college-prep classes in high schools.
- Addressing college prep before high school & encouraging students to take admissions tests.
- "Educators and community leaders in five northern counties have formed North State Together, an ambitious effort to promote college readiness. The three-year-old project, funded by a \$10 million grant from the McConnell Foundation, a Redding-based foundation that promotes education, health and environment, is aimed at encouraging young people of all ages to challenge themselves academically and earn college degrees."
- Career & technical programs are flourishing.

**View the Rate of High School Seniors Enrolled in UC/CSU Interactive Map here.**





View the report [HERE](#).

## English Language Learners and the Local Control Funding Formula: Implementation Challenges and Successes from Two District Case Studies

(PACE)

According to a recent report from the *Policy Analysis for California Education*, the Local Control Funding Formula (LCFF) has been especially successful in Los Banos Unified School District, located in the Central Valley and in Chino Valley Unified School District, located in the Inland Empire. This report analyzes how these two districts were able to take advantage of LCFF, in order to improve their schools.

Prior to the passing of the LCFF law, the strict and inflexible rules of the policies and expectations enacted by No Child Left Behind, did little to account for the individual struggles faced by districts that served English Language Learners (ELLs). The policy controlled the funding in a way that was ineffective and left little room for imagination and taking risks to better serve students. In contrast, the Local Control Funding Formula made it possible to provide additional resources to under served populations, in districts such as Los Banos and Chino Valley.

Chino Valley's success has largely to do with coherence, and the interdepartmental collaboration that has resulted from making the LCAP a district function. The collaborative efforts can also be seen with school principals and administrators, who work to ensure communication exists between "stakeholders, administrators, unions and parents." Those parents who have become involved have noticed the importance of their engagement and the effects LCAP has on their schools because of the different needs each school has. But a focus group conducted concluded the common concern among administrators and parents is that existing funding are not enough, and an influx of funding would allow schools in this district to engage teachers, and create professional development materials that would be

geared specifically to support ELLs, so that “connections can be made among curricula, depth of knowledge, and students’ engagement and linguistic competence.”

While Los Banos has seen progress in graduation rates for students, the need in this district remains great. In order to successfully create a positive turnaround for Los Banos, measures were taken to include a coordinator position, whose focus would be on professional development and supporting ELLs. The report notes that the LCAP is “allowing for public and open goal setting as well as much needed progress towards equity.” Overall, the LCAP has allowed for extensive measures, including hiring a Chief Academic Officer, who will serve to inform top district leaders the concerns of school educators and Nancy Velador, the newly appointed ELL Coordinator.

Overall, the results of the report indicate that LCFF has provided different opportunities for each district. Chino Valley was able to see the “development of internal coherence,” while Los Banos was able to create “dialogue and advocacy spaces” that previously did not exist. ELL families are able to confidently confide in their districts, as long as they continue to communicate the actions that are being taken within the districts. In order to further include their community, Chino Valley has created initiatives that work towards deconstructing the complex language of the LCAP template by translating them into their ELL’s primary languages.

While both districts have seen growth in their schools in different ways, both can agree that additional resources would allow them to invest in professional development catered to ELLs. As the districts wait on an increase in funds, the LCFF allows them to work towards boosting the success of ELLs.

It is especially important to recognize the importance of appointing leaders who are invested in ELLs. The intervention of these committed educators serves to bridge the gap “between bureaucratic and centralizing inertia and the democratic and equitable spirit of the LCFF.”

As described in the report, the most important conclusions drawn from the progress of the two districts, are as follows:

- LCAP stakeholder engagement is critical for delivering the promise of the LCFF.
- Re-envisioning the LCAP instrument is necessary for meaningful stakeholder engagement.
- LCAPs promote equity initiatives but can take a pace slower than that of educational reformers.
- Equity and meaningful stakeholder engagement call for explicit connections between LCAP funds and ELLs.
- Advocates on the ground are key. In both districts, the appointment of leaders in charge of ELL services has had a direct impact on the quantity and quality of services provided to ELLs and their families through LCFF funds.”

Access the full report [HERE](#).

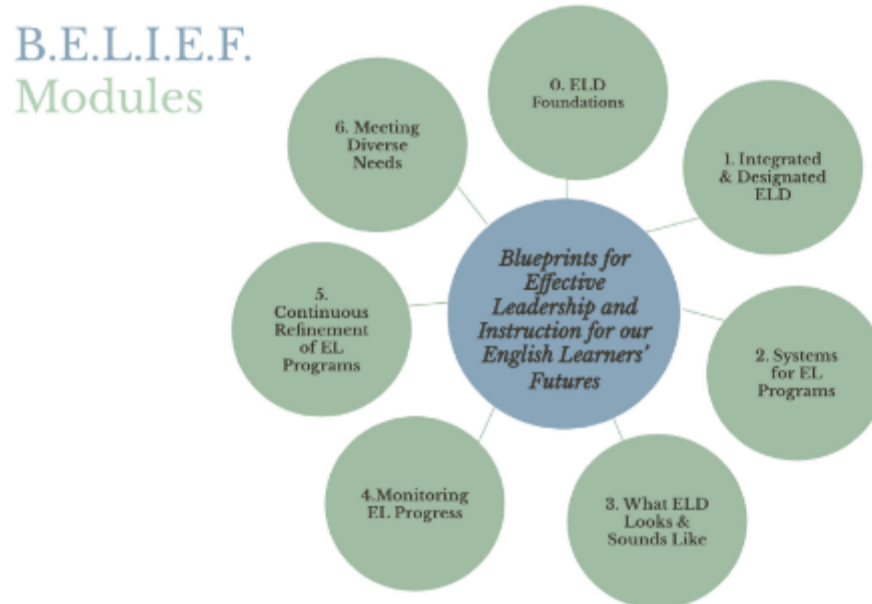


## English Learners Toolkit of Strategies

(California County Superintendents Educational Services Association)

The English Learners Toolkit is in compliance with the California English Roadmap Policy, whose purpose is to provide students with the opportunity to succeed in the 21st century, and develop a proficiency in multiple languages. The Toolkit is designed to provide the flexibility needed to meet the goals of the roadmap policy, which emphasize the notion that learning does not fit a "one size fits all" model, and it allows for students to be able to learn in ways that will benefit them. The toolkit explicitly addresses the need to engage ELs in "intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency."

The toolkit also complements the mission values of the B.E.L.I.E.F. model by focusing on daily instruction. "When paired together, the resources facilitate a shared approach to leading change for English learners, pairing the roles and perspectives of administrators with classroom-based teacher leadership."



Access the toolkit [HERE](#).

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## **Does Principal Professional Development Improve Principal Persistence, Teacher Effectiveness and Student Achievement?**

### ***Evidence from Pennsylvania's Inspired Leadership Induction Program***

*(EdWorkingPaper)*

Principals are the driving force behind successful schools, but despite this, little efforts have been invested in the professional development and in-service induction of principals and how it can affect school outcomes. This report focuses on the efforts of a statewide policy reform in Pennsylvania and the program that resulted from Act 45. The policy reform led to the implementation of the Pennsylvania Inspired Leadership (PIL) induction program, which is examined for its efficiency in improving student achievement in this report. The study conducted concluded that while PIL increased principal tenure by 18 percent, there were no significant changes on student achievement or teacher effectiveness. But that is not to say there hasn't been improvements at all. Overall, it was noted that the increase in principal tenure did have an impact on student success.

Principals who are consistent reduce the disruption of student learning that can result from constantly replacing principals. They also provide the opportunity for high retention of teachers, which allows there to be a team within schools that can work together to improve student success. Prior to the implementation of PIL in Pennsylvania's schools, principals remained in a school for an average of three years. After PIL was implemented, the tenure for principals increased by half a year. While the Pennsylvania Inspired Leadership induction program has made progress in low-income and minority schools, the use of courses designed by the National Institute of School Leadership (NISL) hinders its success. These courses are structured in a way that does not necessarily correlate with the methods that have proven to be effective.

The findings of this study imply the need for reform in principal professional development, in order to ensure that

principals are adapting to the specific needs of their schools. It is important for policymakers to focus their attention on disadvantaged schools, who have the greatest potential to improve student's achievement outcomes.

This study offers a more in-depth look at principal induction by collecting data from Pennsylvania principals in traditional and charter public schools.

The findings imply that there needs to be reform in the way principal professional development is conducted to ensure that principals are adapting to their school's specific needs. The data offer that PIL has shown progressive in student achievement for disadvantaged schools.

As a result, policymakers need to focus their attention on disadvantaged schools, who have the greatest potential to improve student achievement outcomes.

Access the full article [HERE](#).

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## Study of Principal Leadership and Reduction to Chronic Absenteeism

CITATION: Bartanen, B. (2020). Principal Quality and Student Attendance. Educational Researcher.

Following are excerpts from a recent study published in Educational Researcher by Dr. Brendan Bartanen:

### ABSTRACT

Student attendance is increasingly recognized as an important measure of educational success, which has spurred a body of research examining the extent to which schools can affect this outcome. However, prior work almost exclusively focuses on teachers, and no studies have explicitly examined the importance of school leaders. This study begins to fill this gap by estimating principal value-added to student absences. Drawing on statewide data from Tennessee over a decade, I find that principal effects on student absences are comparable in magnitude to effects on student achievement. Moving from the 25th to 75th percentile in principal value-added decreases student absences by 1.4 instructional days and lowers the probability of chronic absenteeism by 4 percentage points. Principals have larger effects in urban and high-poverty schools, which also have the highest baseline absenteeism rates. Finally, principals who excel at decreasing student absences may not be those who excel at increasing student test scores, and high-stakes accountability measures, such as supervisor ratings, fail to identify principals who decrease student absenteeism

absenteeism.

**Research Question 1:** What effect do principals have on student absences?

**Research Question 2:** How does the magnitude of principal effects on absences vary by school context?

**Research Question 3:** To what extent are estimates of principals' effects on absences correlated with other measures of principal effectiveness, including principal effects on achievement and rubric-based ratings from supervisors?

"A large body of research linked effective leadership to school performance, including higher student test scores (Branch et al., 2012; Chiang et al., 2016; Coelli & Green, 2012; Dhuey & Smith, 2014, 2018; Grissom et al., 2015), better school climate (Burkhauser, 2017; Kraft et al., 2016; Sebastian & Allensworth, 2012), and lower teacher turnover (Boyd et al., 2011; Grissom & Bartanen, 2019b; Ladd, 2011)."

"Beyond influencing the quality of instruction students receive, principals may also directly affect student absences through a number of pathways.<sup>3</sup> One channel is communication with families. Principals are uniquely positioned to both personally contact parents and coordinate a school-wide policy that increases communication from school staff. Parents of highly truant students often believe that their child's attendance records are average compared to the child's peers (Rogers et al., 2017; Rogers & Feller, 2018). Relatedly, studies found that informing parents about their child's attendance or the importance of attendance can help improve school attendance rates (e.g., Epstein & Sheldon, 2002; Robinson et al., 2018; Roderick et al., 1997; Rogers et al., 2017; Smythe-Leistico & Page, 2018). For example, Robinson et al. (2018) demonstrated in a randomized field experiment that mail-based communication with parents that provided personalized information about their child's absence record and reinforced the importance of regular attendance in grades K–5 lowered chronic absenteeism rates. Even communication with parents not explicitly focused on attendance may be beneficial. Kraft and Rogers (2015) found that in a high school credit recovery program, a randomly assigned intervention delivering weekly individualized text messages to parents about their child's schoolwork decreased the probability of class absence. Similarly, Bergman (2015) found experimental evidence that providing parents with biweekly information about their child's missed assignment and grades lowered absences during the semester."

"Future work should aim to identify how principals influence absences or other non–test score outcomes. For instance, how do principals leverage attendance data to identify and support students who are likely to miss school? How do effective principals engage with parents to promote strong attendance habits? Better understanding these mechanisms could provide useful guidance about specific ways to target development opportunities for school leaders to help them lower absenteeism rates."

Access the full article [HERE](#).

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## A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.

*(Learning Policy Institute)*

After the Great Recession, and the layoff of many teachers, districts found it difficult to find qualified teachers, especially in fields like "mathematics, science, special education, and bilingual education/English language development." As a result of this deficiency, emergency permits were distributed to allow untrained teachers to be hired in order to fill these positions.

**The reasons behind the teacher shortage are noted in the report as:**

- A decline in teacher preparation enrollments,
- District efforts to return to pre-recession pupil-teacher ratios
- Increasing student enrollment
- High teacher attrition.

While it seems imperative to hire more teachers, it is also important to focus on keeping existing teachers in the classroom. Most often, lack of support from administrators is the driving force for teachers to leave their schools. Another contributing factor is the lack of resources such as "professional development, instructional leadership, time for collaboration and planning, collegial relationships, and decision-making input."

In order to correct the current teacher crisis, the report lists policies to help with the recruitment and retention of teachers:

1. Creating competitive, equitable compensation packages that allow teachers to make a reasonable living across all kinds of communities:

- Leverage more competitive and equitable salaries so districts serving high-need students have a fair shot at recruiting well-qualified educators.
- Create incentives that make living as a teacher more affordable, including housing supports, child care supports, and opportunities to teach or mentor after retirement to more effectively recruit and retain teachers.

2. Enhancing the supply of qualified teachers for high-need fields and locations through targeted training subsidies and high-retention pathways:

- Offer forgivable loans and service scholarships to attract and retain teachers to high-need fields and locations.
- Create career pathways and “Grow Your Own” programs to prepare committed individuals from urban and rural school districts.
- Establish teacher residency models for hard-to-staff districts to recruit and retain talented and diverse candidates in high-need schools, while better preparing them for the challenges they will face.

3. Improving teacher retention, especially in hard-to-staff schools, through improved mentoring, induction, working conditions, and career development:

- Develop strong, universally available mentoring and induction programs to increase retention and help slow the revolving door of beginning teacher turnover.
- Create productive school environments, including supportive working conditions, administrative supports, and time for teachers’ collaborative planning and professional development—all of which help attract and keep teachers in schools.
- Strengthen principal training programs to develop principals and district leaders who can create productive teaching and learning environments that have a major impact on a teacher’s decisions to stay or leave the classroom.

4. Developing a national teacher supply market that can facilitate getting and keeping teachers in the places they are needed over the course of their careers:

- Support teacher mobility by removing unnecessary interstate barriers so states with teacher surpluses in particular fields can be connected to states with corresponding shortages.

Access the full report [HERE](#).

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## Are Teachers Paid Enough? See the Average Pay for Every California School District

(*Sacramento Bee*) - January 28, 2020

[Click here to see what teachers on average in CA are being paid.](#)

“Average teacher pay in California public schools rose to \$82,746 last school year, an increase of 2.6 percent from the prior year, new state data show.”

“Statewide, average teacher pay increased by about 16 percent between 2013-14 and 2018-19. By comparison, inflation rose about 8 percent during that time period.”

Read the full article [HERE](#).

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## EL Illustrative Example: District Partnerships

(California Department of Education)

**Following is an excerpt from the California Department of Education website with resources for addressing the needs of California's English Learners:**

Sanger Unified School District, beyond the southeast edge of Fresno, is a rural district that has been noted for its school turnaround efforts beginning in the late 1990s. With a relatively large population of English learners and students from low-income families, the district has gained recognition for developing a culture emphasizing collaboration and systemic change, and this culture is evident throughout the district's leadership structure. In 2011, building on its successful turnaround approach, Sanger established a collaboration with Firebaugh-Las Deltas Unified School District, located about 45 minutes west of Fresno. The Central Valley Foundation provided funding for this cross-district partnership, which emphasized fostering a culture of continuous improvement in order to improve outcomes for all students, particularly English learners. Beginning in 2014, the two districts sharpened the focus of the partnership to specifically address the needs of the districts' long-term English learners. Although the districts are

different in many ways geographically and demographically, they have found benefits from collaborating to develop and share tools for reform.

While the long-term English learner (LTEL) label was created to focus attention on an overlooked and under served population, the label has been critiqued as perpetuating a deficit perspective. However, **Sanger and Firebaugh have taken a systemic approach to implementing classroom, school, and district practices that better support students' language and content learning.** Through the initiative, the districts have thought deeply about **how to build on students' assets.** For example, informed by research showing that English learners in dual-language programs have better long-term language and content outcomes, **Sanger has developed and launched a new dual-language program.** In addition, based on internal data analysis showing that English learners who participated in the district's preschool program were attaining English proficiency earlier, **Sanger has committed to expanding its outreach to families to encourage more parents of English learners to enroll their children in preschool.**

The following description of the partnership is taken from reports prepared for the Central Valley Foundation by professors Karen D. Thompson of Oregon State University and Claudia Rodriguez-Mojica of Santa Clara University, who are documenting the project for the foundation.

"Since the formation of the partnership in 2014–15, **Sanger and Firebaugh have provided a wide range of professional development activities, developed a series of tools to build teachers' capacity in addressing the needs of their districts' LTELs, expanded course offerings for LTELs, and expanded parent education offerings.** Teachers, coaches, and administrators from Sanger and Firebaugh have participated in the following professional development during the LTEL Partnership Project: Academic Discourse, Understanding Language Argumentation Massive Open Online Course (MOOC), Kagan, Integrated English Language Development (ELD), Designated ELD and ELITE trainings at the high school, middle school, and elementary levels. The partnership has made a conscious effort to include teachers across content areas in LTEL trainings rather than focusing on English language arts (ELA) and ELD teachers alone. In the first two years of the partnership, science, social studies, ELA, and ELD teachers, including teachers from alternative school sites, participated in the Academic Discourse and Integrated ELD trainings. In the third year of the partnership, math teachers participated in the Academic Discourse training and Integrated ELD trainings."

Access the full report [HERE](#).

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## Pre K-3 Alignment: Challenges and Opportunities in California



(PACE)

In this January 2020 report from Policy Analysis for California Education, authors Julia E. Koppich and Deborah Stipek identifies factors impacting California's pre-K students. The purpose of the report was to "better understand the state's pre-K 3 alignment landscape:

A summary of the report's findings follows:

- One third of the study districts are not engaged at all in alignment efforts; others are engaged to varying degrees;
- Divergent beliefs among district leaders about the role and purpose of preK affects alignment efforts;
- PreK directors who are part of the superintendent's cabinet have broader opportunities for collaborating with district decision makers and increasing acceptance of preK;
- Elementary principals' formal responsibility for preK is limited to administrative or operational oversight;
- Different licensing requirements for preK and elementary teachers as well as different salaries and job expectations limit cooperation; and
- Inconsistent program regulations, multiple funding streams, and competition for scarce state dollars attenuates districts' focus on alignment.

### **For the State**

- Explicitly prioritize alignment and offer districts incentives to engage in this work;
- Add training about early childhood education to administrative credential requirements; and
- Streamline preK state licensing requirements to eliminate duplication, reduce contradictions, and ensure efficiency.

### **For Districts**

- Offer preK directors a significant place in the district's administrative structure;
- Provide elementary principals with early childhood professional development;
- Align curricula and assessments across preK and early elementary grades;
- Ensure preK-3 teachers have regular opportunities to collaborate and participate together in professional development; and
- Include preK in deliberations about fiscal priorities.

1. Make conscious efforts to reduce siloing of preK in order to ensure that early childhood education programs are integrated into the district's overall education system. Offering the ECE director a significant place in the district's hierarchy, such as on the superintendent's cabinet, was a powerful strategy according to district leaders interviewed for this study. Providing elementary principals with relevant professional development in ECE also appeared to be among the most promising approaches, particularly in reinforcing their perceptions of the value of ECE, their sense of ownership of the preK program, and their self-confidence in being able to provide meaningful leadership.
2. Try to align curriculum. This can be achieved by districts adopting commercially available literacy and math curricula that apply to both preK and the early elementary grades; creating their own aligned curricula; or ensuring that the preK curriculum is aligned with the California Preschool Foundations and covers the skills that students need to succeed in kindergarten. Districts can also make sure that teachers in every grade are well informed about the curriculum used in the grade before and after the one they teach.
3. Align formative assessments across preK and the elementary grades, and make sure that teachers in each grade have access to information about their students' skills when they enter classrooms as well as opportunities to learn how to adapt instruction to meet all their students' learning needs.
4. Ensure preK-3 teachers have regular, scheduled opportunities to cooperate with one another; to access common professional development or coaches, as appropriate; and to participate in common conversations.
5. Make greater efforts to include preK in deliberations about fiscal priorities. The stronger commitment districts have to well-funded preK programs that are integral to the district's overall operations, the greater the likelihood that preK-3 alignment will rise on their agendas.

Access the full report [HERE](#).

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## Mathematics Pedagogy Resources

As part of the Shared Leadership Collaborative at UC Davis, staff from three school districts met in January to collaborate on leading use of effective mathematics pedagogy in their schools. Dr. Leslie Banes, Research Program Analyst of the UC Davis REED Center, joined the group to share her expertise in mathematics instruction based on research in the field. Following are some resources she suggested as references for the group:

Some things you could have your participants think about

Some things you could have your participants think about...

- How does “effective instruction” in math necessarily look different from “effective instruction” in other content areas, such as ELA?
- How do these essential practices align with the Common Core Standards for Mathematical Practice? (See the SMP “look fors” attached, also part of the NCTM Principles to Action Toolkit).
- The entire Principles to Action guide may be an excellent resource for this group to dig more deeply into effective math instruction (attached). There is an accompanying toolkit available online (<https://www.nctm.org/PtAToolkit/>) with example lessons and narrative cases at each grade level, and a reflection guide that you may find helpful for engaging your group in discussion.
- I’m also attaching the first chapter of a similar resource, a book called “what principles need to know about teaching and learning mathematics” that may also be helpful, though if given the choice, I would probably use the NCTM Principles to Action instead.

In the **NCTM Principles to Action** report, the authors state, “we must move from “pockets of excellence” to “systemic excellence” by providing mathematics education that supports the learning of all students at the highest possible level. To achieve this goal, we must change a range of troubling and unproductive realities that exist in too many classrooms, schools, and districts. Principles to Actions discusses and documents these realities:

- Too much focus is on learning procedures without any connection to meaning, understanding, or the applications that require these procedures.
- Too many students are limited by the lower expectations and narrower curricula of remedial tracks from which few ever emerge.
- Too many teachers have limited access to the instructional materials, tools, and technology that they need.
- Too much weight is placed on results from assessments—particularly large-scale, high-stakes assessments—that emphasize skills and fact recall and fail to give sufficient attention to problem solving and reasoning.
- Too many teachers of mathematics remain professionally isolated, without the benefits of collaborative structures and coaching, and with inadequate opportunities for professional development related to mathematics teaching and learning.

“Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.”

**What Principals need to Know About Teaching and Learning Mathematics**

As principal, one of the most effective moves in the transition toward implementation of the CCSS is to require teachers to work on mathematics instruction in collaborative grade-level and cross-level teams. Such teams are discussed throughout this text. Three tasks are necessary to institute grade-level and cross-level collaborative planning: (1) create a schedule that includes regular grade-level and cross-level planning time; (2) set explicit expectations about how to use this planning time, as well as what products should result; and (3) monitor the collaborative work.

Teams should focus on content domain planning. Specifically, for each domain, every grade-level or cross-level team should do the following:

- Understand and agree on major learning goals of a particular topic (such as place value) and the expected degree of student proficiency on the CCSS learning targets and standards.
- Develop common end-of-topic emphasis assessments.
- Analyze or select high-level tasks to engage core concepts or skills for the mathematical topic. (Ideally, such tasks are already in the team's instructional materials. If not, teachers will need to find or develop such tasks collaboratively, which is much more efficient than doing this in isolation.)
- Create detailed lesson plans to support the implementation of high-level tasks using the CCSS Mathematical Practices (detailed further in appendix A on page 107).
- Debrief implementation of the high-level task lessons. What did the students do? What unexpected responses came up? What went well? What challenges did the students confront?
- Analyze results of the topic's assessment by discussing how well students achieved the topic goals overall, what instructional modifications are needed for next year, and which individual students need additional support on specific concepts or skills now.

**Unpacking Fractions: Classroom-Tested Strategies to Build Students' Mathematical Understanding, by Monica Neagoy**

For years, the teaching and learning of fractions has been associated with rote memorization. But this mechanical approach to instruction—which strips students of an ability to reason or make sense of math—has resulted in a failure of understanding.

Author Monica Neagoy, drawing on decades of research studies, evidence from teacher practice, and 25 years of

experience working around the world with teachers, students, and parents, addresses seven big ideas in the teaching and learning of fractions. Each idea is supported by a vignette from a real classroom, common misconceptions, a thorough unpacking of productive mathematical thinking, and several multistep and thought-provoking problems for teachers to explore.

She offers three fundamental reasons why it's imperative for us to take a closer look at how we teach fractions:

1. Fractions play a key role in students' feelings about mathematics.
2. Fractions are fundamental to school math and daily life.
3. Fractions are foundational to success in algebra.

While a solid grounding in algebra is fundamental to a STEM career, the worthy goal of “algebra for all” will not be possible until “fractions for all” is a reality. Unpacking Fractions provides teachers with concrete strategies for achieving that reality—in short, helping all students gain the knowledge they need to feel at ease with fractions.

## RESOURCES

- **Principles to Action: ensuring mathematics success for all** (National Council of Teachers of Mathematics) - Access resource [HERE](#)
- **What Principals need to Know About Teaching and Learning Mathematics** - Access resource [HERE](#)
- **Unpacking Fractions - The Challenge of Fractions** (ASCD Press) - [HERE](#)

Access the full report [HERE](#).

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## Implementing California's Mathematics and Science Standards: Lessons Learned from Regional and County Collaboration — A Summary

In this Wested brief by Lisa Le Fevre, Maria Salciccioli, Priscilla Gutierrez, and Rebecca Perry about an effort to strengthen the implementation of new math and science standards, the California Partnership for Math and Science Education the authors describe introduced two initiatives:

1. Established two statewide Communities of Practice (CPs), giving county offices of education (COEs) and other targeted groups of educators a formal place to gather and share ideas and expertise.
2. The establishment of 22 grant-funded collaboratives to promote the creation of more localized CPs or other local capacity-building projects across the state

local capacity building projects across the state.

“To launch these 22 projects, educators from different counties and districts had to create effective ways of working together, across sometimes vast geographic areas and despite uneven resources and differing regional traditions in terms of how COEs and districts interact. The short-term goal was a successful round of math and science capacity-building efforts statewide. Long term, the goal is to have an ongoing, statewide collaborative structure for building the capacity in every region (e.g., California’s 11 regions of geographically proximate COEs) for education excellence. Aware of the stakes and challenges educators faced in developing these projects, WestEd documented the collaboratives’ evolution and captured lessons being learned, capturing them in a document titled *Implementing California’s Mathematics and Science Standards: Lessons Learned from Region and County Collaboration*. This brief summarizes the learnings from that document.”

[Read the key take-aways of the brief’s findings here.](#)

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## How to Succeed in School Turnaround: Practices that Characterize Successful Turnaround Schools in Massachusetts

(American Institutes for Research) - August 2016

Prepared for the Massachusetts Department of Elementary and Secondary Education Office of District and School Turnaround

This study looks into why some Massachusetts schools receiving School Redesign Grants (SRGs) have been successful in improving student outcomes, while others have not.

Successful turnaround was marked by the following foundational steps:

1. Leadership, shared responsibility, & professional collaboration
2. Intentional practices for improving instruction
3. Student-specific supports & instruction to all students
4. School climate & culture

View the report [HERE](#).

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## School Bond on March 2020 Ballot

*(Coalition for Adequate School Housing)*

### **MESSAGE FROM THE CHAIR – PROPOSITION 13: THE PUBLIC PRESCHOOL, K-12, AND COLLEGE HEALTH AND SAFETY BOND ACT OF 2020**

#### **Proposition 13: The 2020 State School Bond**

AB 48 (O'Donnell) approved by the Legislature and signed by the Governor, has now become Proposition 13 and will appear on the March 3, 2020 California Primary Ballot. Proposition 13 continues the School Facility Program (SFP) with new resources and important programmatic improvements. CASH is urging support for Proposition 13. We need your assistance to help spread the message that approval of Proposition 13 is critical for California's students, teachers, California's economy, and for building, renovating and maintaining schools to ensure that they are clean, safe and healthy.

#### **New Resources for K-12**

Proposition 13 includes \$9 billion for K-12:

- \$5.2 billion for Modernization (includes \$150 million for clean drinking water and includes supplemental funding for energy efficiency projects)
- \$2.8 billion for New Construction
- \$500 million for Career Technical Education
- \$500 million for Charter Schools

#### **School Facility Program**

Proposition 13 leaves the structure of the School Facility Program (SFP) elements essentially intact, while also including new significant program elements. While there are many changes, the primary changes are increased state matching percentage; new processing overlay to the SFP; changes to multifamily residential projects and developer fees, and increased school district bonding capacity. The following is a summary of the processing, sliding scale, and matching provisions:

#### Projects Processed First

- Health or life safety projects (includes seismic)
- Financial Hardship: Inability of district to pay its match for a project
- Testing and remediation of lead levels in water

- Additional priority processing based on:
- Unduplicated Pupil Percentage
- Project Labor Agreements

#### Sliding Scale and Increased State Percentages Matching

- Based on a sliding scale, districts with lower bonding capacity per student, higher proportions of unduplicated students, or ADA under 200 will also receive a slightly greater state project share.
- Modernization up to 65% state share and 35% district share as opposed to 60/40
- New Construction up to 55% state share and 45% district share as opposed to 50/50

#### Small School Districts Assistance

To assist small school districts, Proposition 13 includes a small school districts assistance program which provides a preliminary apportionment/reservation for up to 10% of available New Construction and Modernization funding pots, and allows for a 5% construction management grant.

#### Next Steps – Implementation

Proposition 13/AB 48 is a complex change to a complex program, so it is not a surprise that many questions have yet to be answered about the specific details of each component of the new program. Many questions have emerged from AB 48 that must be answered through implementing regulations. CASH needs your attention and involvement for the implementation of AB 48.

If Proposition 13 is not approved in March 2020, this new funding and program improvements will not happen. That is why approval of Proposition 13 is CASH's first priority.

Read the full article [HERE](#).

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## Most Popular items from last month's California Institute for School Improvement (CISI) E-bulletin

*Based on analytics from the December 2019 E-bulletin, the following three items received the most clicks by CISI Members.*

### 1. [California Map of Homelessness](#)



2. **Toronto District School Board Equity Leadership Competencies**
3. **Why is the Relationship between 'Learning Culture' and 'Equity Culture' so Lopsided?**

Interested in seeing more on a particular topic? CISI would like to support your work in connecting research to practice. Please follow this link to let us know your thoughts and requests for specific topics [HERE](#).

Any other feedback or suggestions? [LINK](#) Also, keep a look out for new tweets on the [CISI Twitter Page](#), coming soon!

We look forward to hearing from you!

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The California Institute for School Improvement (**CISI**) provides education leaders at the school and district level with the accurate, unbiased, up-to-date policy and research information. District membership benefits supports superintendents, principals, and curriculum and instructional leaders through **monthly policy and research briefs, annual workshops**, resource guides and **reports**.

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