

What Your Colleagues Are Saying . . .

A superb book. Full to the brim of practical, workable ideas. Sharratt and Fullan exude love and compassion for all students everywhere, reinforcing that they all deserve the best educational experience, irrespective of circumstance or context. It also reminds us to look at faces first, data second, in the pursuit of achievement for all. Powerful and persuasive, this book speaks directly to the importance of focusing on global education now more than ever.

—**Alma Harris**

Emeritus Professor, University of Swansea
Wales, UK

A rich tapestry weaving together data, student identity, and informed professional judgment. Sharratt and Fullan have provided a context for the use of student data to move from an aspiration that all children can learn to an accountable set of actions to ensure that all means all. Putting faces on the data requires knowing the whole learner, including their identity, community, and lived experience.

—**Cathy Montreuil**

Deputy Minister, Department of
Education and Early Child Development
Nova Scotia, Canada

Unlocking the capacity of each student remains the essential work of all teachers and leaders. This new edition expertly provides an elaborated and contemporary focus on how to enhance school performance through identifying and understanding the abilities, passions, and potential of our next generation of innovators and problem solvers.

—**Jim Watterston**

Dean, Enterprise Professor, Education
Systems, The University of Melbourne
Victoria, Australia

Sharratt and Fullan's 2012 work was a catalyst for progress in Queensland public education, leading us out of a "teacher-led/data-driven" binary into a new era characterized by deep understanding of our student and community needs, grounded in evidence. New perspectives in this edition reflect contemporary research and case studies, updated parameters, and provocations around emerging global challenges.

—Sharon Schimming

Deputy Director-General, State Schools,
Department of Education Queensland
Queensland, Australia

A book starts with blank pages, has within it a lovely apparition and a sense of beauty waiting to be imprinted so that potential readers can then make interpretations about what they see. There is no immaculate perception when interpreting data, but there are multiple meanings tied to beautiful faces. Sharratt and Fullan paint the pictures, sculpt the beauty of the meaning of data, and dive deeply into the interpretations and implications. A work of art, indeed.

—John Hattie

Emeritus Laureate Professor, University of Melbourne and
Co-director of the Hattie Family Foundation
Victoria, Australia

This is our forever work.

—Gerard Mowbray

Director of Education, Diocese of Maitland-Newcastle
New South Wales, Australia

My journey as a school and system leader has run parallel to the 10 years of *Putting FACES on the Data*. As a school leader, it helped me learn that the only way you lift outcomes—whether for a class or a school—is child by child. This ensures that we have a line of sight to what each child and school needs to improve student outcomes. Thank you from every child who has been "given a face" in a class, school, and system across the world.

—Leanne Nixon

Deputy Secretary, School Performance North
New South Wales, Australia

This book changed the way our system views data and how collectively a shared understanding of data literacy brings accountability to the forefront. There is no system improvement without “Putting FACES on the Data”!

—Kate O’Brien

Director of Education and Research Sydney Catholic Schools
New South Wales, Australia

It is great to have a 10th anniversary edition of *FACES*! This book changed our understanding of how to promote improvement in our work with teachers and leaders in Chile. It taught us what to look for in the process of learning, what data is relevant to collect, and how leaders become learners with their teachers. *FACES* taught us that focus for collaboration and professional learning is all about putting each student’s achievements at the center of our conversations!

—Isidora Recart

Executive Director, Fundación Educacional Arauco
Santiago Región Metropolitana Chile

In this fast-paced world, work that is relevant ten years after its first edition speaks to its durability. Each part of this book can be found in the work we do—I see data Walls and I hear conversations about assessment and how it drives instruction. This book guides our work with practical examples, clear explanations, and guidance. Thank you to Lyn Sharratt and Michael Fullan for continuing to make *Putting FACES on the Data* relevant and valuable to all educators!

—Elaine Lochhead

Chief Superintendent, Seine Rover School Division
Manitoba, Canada

Lyn Sharratt and Michael Fullan clearly articulate the complexity of change and the necessity to understand the 14 Parameters by providing an insightful resource using case studies to provide an indisputable pathway to system improvement. This is a must read for every system leader, school leader, and teacher leader. Their work has been pivotal in my work as a system change leader in both Manitoba and Alberta and is even more important coming out of a global pandemic.

—Michael Borgfjord

Chief Superintendent, Pembina Hills School Division
Alberta, Canada

This powerful book provides the missing links between intention and action. Educators want to see every student succeed in learning and in life. The challenge is to reform the system to deliver on broader and deeper goals while also engaging each student on a pathway to their “best possible, most richly imagined future.” This book is a beacon of hope that honors the work of all teachers and leaders by making sense of the improvement journey in classrooms, schools, and systems.

—**Mary Jean Gallagher**

Assistant Deputy Minister (Rtd.), Ontario Ministry of Education
Ontario, Canada

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NEW 10th ANNIVERSARY EDITION

Putting

FACES

on the Data

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*Dedicated to
Jim
who is always right beside me
—Lyn*

*Dedicated to
Harry, anonymous donor
—Michael*

NEW 10th ANNIVERSARY EDITION **Putting**

FACES on the Data

WHAT GREAT LEADERS AND TEACHERS DO!



LYN SHARRATT • MICHAEL FULLAN

FOREWORD by SIR MICHAEL BARBER

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In every block of marble, I see a statue as plain as though it stood before me, shaped and perfect in attitude and action. I have only to hew away the rough walls that imprison the lovely apparition to reveal it to the other eyes as mine see it.

—Michelangelo, 1475–1564

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PREFACE

Statistics are a wonderful servant and an appalling master.

—Hopper and Hopper (2009)

There are certain fundamental questions that plague educational practice, none more perplexing than: How do we know specifically THAT something has been accomplished; exactly HOW was it carried out; and WHAT should we do to make it better the next time? To make it more complicated, how can all this be done in times of constant upheaval?

It turns out that when people make changes in dynamic times, they must also build the capacity to continue to make changes. The good news is that *when they learn to change* in “changing times” *they also build their capacity to keep on changing*. In this edition we once again show how to focus on the details of essential changes even when *everything* is changing around us.

“FACES” is a metaphor. It was difficult enough in 2012 to get the best fix on the personalized performance of hundreds of thousands of students, but it became possible as we got a better fix on the goals, the means of implementation, and the nature of outcomes of desired reforms in literacy, numeracy, and high school completion. Ontario had just come off a successful decade of increased capacity and performance of its 5,000 schools and 72 districts in its public school system. We were able to make wide-spread and in-depth observations of positive changes across Ontario.

Now it is incredibly more difficult to get that same sort of system fix or perspective on performance because the learning goals go beyond the important basics into “deep learning” such as 6 Global Competencies (character, citizenship, collaboration, communication, creativity, and critical thinking) in our work. And COVID has dramatically imposed itself, simultaneously stopping education systems in their tracks, causing them to pivot continuously between

remote, hybrid, and classroom models of learning and creating cracks and gaps where major innovations (in assessment, for example) may seem more obvious. We are producing this *FACES* edition before the full consequences of COVID play themselves out. We are doing so because getting the important basics right and finding ways to ensure deeper learning can occur are vitally important to educators, to students, and to us.

In this 10th anniversary edition of *FACES*, we go deeper in the quest to balance and integrate two critical aspects of school improvement that look like they can't be brought together: On the one hand is the question of how to personalize data for all students so that each is treated as a real person and helped to learn according to their own individual needs; on the other hand is the question of how to do this for 100,000 students at a time without losing the human touch. *FACES* does just this, honoring and helping educators work with the individual and giving educators the tools to learn how to make the changes in their own practice, thereby improving the system.

We are fortunate to have Sir Michael Barber “playing along” in real time tackling the same issues. Sir Michael was the architect of Tony Blair’s British reform of “literacy and numeracy” that began in 1997. It was during this time and into the first decade of the 2000s that Sharratt (with Fullan as an external consultant) developed the fundamentals of *FACES* in York Region, Ontario, with its 150+ schools. Sharratt and Fullan have worked together and independently in the two decades of this century to develop the ideas and practices of *FACES* initially in Canada, the United States, the United Kingdom, Australia, and eventually in more than 20 countries. It is this fully extended work that we report on in this anniversary edition.

In Chapter 1, we set the context and mode, via Case Studies, of how we and others use data to create impact, a practice we carry through every chapter. Chapter 2 examines what we found from our key research questions. Then we focus on assessment (Chapter 3) and instruction (Chapter 4), the inseparable conjoined twins. In Chapter 5, we examine the leadership required to make balanced and integrated systems work. Finally, in Chapter 6, we consider ownership—who is responsible and accountable for putting *FACES* on the data.

We have always recognized that *practice drives practice*, or more accurately *best practice drives better practice*. All our work—small and big examples—is based on close partnerships with practitioners,

ranging from students to policy makers. We believe that this *action pact* force will take off within the next year given the pent-up frustrations in society and in schools.

We are excited to publish our new edition in real time alongside these developments. Even better, we are again accompanied by Sir Michael Barber who wrote the foreword to our first edition in 2012. As if it were on cue, Sir Michael has just published his own major set of lessons in a magnificent book, *Accomplishment: How to achieve ambitious and challenging things* (2021). His chapters on “Getting Ready” and “Getting it Done” are compatible with our book. We are incredibly fortunate to have Michael join us in this anniversary edition.

It is time to put our new FACES forward as we have found the *wonderful servant* for which the Hopper Brothers yearned—10 years on!

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FOREWORD

The challenges facing humanity in the immediate decades ahead are more profound than ever—climate change, biodiversity loss, the need for an ethical basis for the rapid developments in AI and genetic engineering, and the continuing threat that, with the nuclear proliferation, one of the many conflicts around the world could turn nuclear. I'm not naïve enough to think that improved education alone could resolve these mega-challenges. But I believe strongly that none of them can be solved without improved education, not just for a few but for everyone. And it's not just about improvement either; it's also about broadening and deepening what we consider to be a good education; broadening because we need people arriving at adulthood with wide horizons and a global perspective; deepening because depth of understanding and empathy are more important than ever. For most of human history, for good or ill, it was assumed that as long as an elite was well-educated they could do the deep thinking for everyone. In a world with approaching 9 billion people all making decisions, day after day, that materially affect the future of humanity, it will no longer do.

That is why I wrote my recent book *Accomplishment: How to achieve ambitious and challenging things* (2021). The aim was to identify and describe the pattern that enables great accomplishment whether for individuals, organizations, or governments. It is also why we need this outstanding new edition of Lyn Sharratt's and Michael Fullan's book *FACES*. The dramatic changes required in education won't be brought about by seventy-word sentences or rhetoric or speeches or even books. Success depends on getting the detail right; on tracking the data to know whether we are on track student by student and school by school; and on remembering, as Sharratt and Fullan constantly remind us, that every number has a face, a name and a personal history.

As they argue at the outset of this revised edition, to succeed we educators need to examine three very demanding questions: How do we know THAT something has been accomplished? Can we explain HOW it was accomplished? And WHAT do we have to do to make it even better next time? Answering these questions rigorously drives continuous improvement and unlocks innovation. Only by checking constantly and then acting where there are problems will we be able to ensure we make the necessary advances.

As we attempt these huge tasks, only by checking rigorously and constantly and then acting where there are problems, will we be able to ensure we make progress. Just as important, this will ensure that when we find ourselves succeeding, we can learn and apply the lessons. As they argue elsewhere, in the twenty-first century and beyond, “the learning is the work, and the work is the learning.”

In this new edition of their classic, Lyn Sharratt and Michael Fullan have performed a vital service for progressive education reformers around the world. They demonstrate more deeply than ever that good data and good teaching go together and that success is only possible, if in fact they do. For many years, a powerful strand of the culture among educators has been skeptical about data, sometimes even rejecting the need for it altogether. Great teaching, in this view, is about inspired individuals walking into a classroom and, through force of personality and knowledge of subject, engaging the students who happen to be in there. And, of course, we can all remember in our own lives teachers who did exactly this, so it's a story we're inclined to believe.

Moreover, the argument continues, the data are at best limited and out of date; worse still, the argument concludes, given that so much of what makes great education great is hard to measure, the data force a reductionist perspective on schools and turn teachers into technicians.

Sharratt and Fullan demonstrate convincingly the flaws in this perspective. There will always be uniquely inspired teachers who rise above the mere mortals around them, but what the authors show here is that if we want whole systems to succeed with every child—which, as I'm arguing here, is indeed the challenge of the twenty-first century—then we need collective capacity; and collective capacity involves teachers in each school and between schools engaging in serious conversation of what good teaching looks like in diverse circumstances and how it is achieved. For these conversations to be

successful, evidence is required; and if the evidence is to go beyond the anecdotal, then good data are essential. Above all, Sharratt and Fullan demonstrate the vital two-way street between assessment and instructional improvement.

Of course, any data in any field have their limitations and learning from the data requires insight, analysis, and imagination. Data alone rarely make clear what needs to be done. They provide the context for decisions. As Dave Brailsford, former legendary head of UK Cycling, put it, “The data inform, they don’t decide.” For teachers, good data put the “informed” in informed professional judgment; they make possible the kind of aspirational informed professionalism that insists that however good a school or system was yesterday, it can and should always strive to be better tomorrow.

What makes the argument in this book so powerful is the continuing emphasis of the authors on putting *FACES* on the data, repeatedly reminding us that the numbers represent real children and young people striving to make the most of themselves as they prepare for an uncertain future. This perspective applies not only at the level of the classroom and the school, but also at the level of the district and the state or province as well.

In my own experience of bringing the data to bear on domestic policy priorities at No. 10 Downing Street or with the governments I’ve worked with around the world, I tried always to remember that, however aggregated the data, they represent real lives. For example, back then every 1 percent increase in the reliability of trains represented a million extra journeys that started and finished on time; every 1 percent increase in children reaching the standard in English or Mathematics at age 11 represented 7,000 more children ready to succeed in secondary education; reductions in drug abuse represented so many family tragedies avoided; and so on.

Sharratt and Fullan bring this perspective to bear excellently not least because, in addition to writing with great insight about education, both have direct experience in education reform as system, government, and university advisors in a number of countries. They have participated in reforms that are exemplary and incorporate a powerful focus on building principals’ and teachers’ capacity—they know that data without capacity-building cannot make the required difference and also that the combination can be transformative. As this revised edition of *FACES* shows so clearly, using the data at every

level in combination with capacity-building is a critical ingredient of successful whole-system reform.

I wholeheartedly recommend this book for every educator, wherever they are in the world, who wants to master using data to drive up performance, who understands that every child, every FACE, needs to count and be counted and, above all, believes in the power of education to create a sustainable future for humanity.

—Sir Michael Barber

Former Head of the Delivery Unit in No. 10 Downing Street and
Author, *Accomplishment: How to Achieve
Ambitious and Challenging Things* (Penguin 2021)

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And thank you to **James Bond**, former principal of a Manor Park Middle School, who went out of his way to share with us his intentional leadership to ensure that *all* students in his school are achieving.

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levels in Australia, Canada, Chile, New Zealand, the Netherlands, Norway, the United Kingdom, and the United States. Lyn focuses her time and effort on increasing each student's growth and achievement by working alongside leaders and teachers to put FACES on their data, taking intentional action to make equity and excellence a reality for ALL students.

Visit www.lynsharratt.com for articles, video clips, and podcasts; on Twitter: @LynSharratt; on Instagram: lyn_sharratt; and on LinkedIn where Lyn owns the "Educational Leadership" LinkedIn group made up of 100,000+ members.

Lyn's authorship includes *Realization: The Change Imperative for Deepening District-Wide Reform* (with Michael Fullan); *Putting FACES on the Data: What Great Leaders Do!* (with Michael Fullan); *Good to Great to Innovate: Recalculating the Route, K-12+* (with Gale Harild); *Leading Collaborative Learning: Excellence* (with Beate Planche);

CLARITY: What Matters MOST in Learning, Teaching and Leading (International Best-Selling Education Book in 2020); and *Putting FACES on the Data: the 10th Anniversary Edition* (with Michael Fullan).

Lyn is proud of the recent co-development of the CLARITY Learning Suite (CLS)—a web-based collaborative Professional Learning opportunity that mirrors the text, *CLARITY*. Lyn and her team believe that *everyone's a leader*, thus CLS provides guidance to Learning Leaders on how to do this work of system and school improvement—together—to make a difference for all students. Visit www.claritylearningsuite.com.



Michael Fullan, OC, is the former Dean of the Ontario Institute for Studies in Education and Professor Emeritus of the University of Toronto. He is co-leader of the New Pedagogies for Deep Learning global initiative (www.npd.global). Recognized as a worldwide authority on educational reform, he advises policy makers, local leaders, and school communities in helping to achieve the moral purpose of all children's learning. He served as Premier Dalton McGuinty's

Special Policy Adviser in Ontario from 2003–2013. Fullan received the Order of Canada (OC) in December 2012. He holds five honorary doctorates from universities around the world.

Fullan's latest books are *Coherence: Putting the Right Drivers in Action* (with Quinn); *Deep Learning: Engage the World Change the World* (with Quinn, McEachen); *Dive Into Deep Learning: Tools for Engagement* (Quinn, McEachen, Fullan, Gardner, & Drummy); *Surreal Change* (autobiography); *Core Governance* (with Davis Campbell); *Nuance: Why Some Leaders Succeed and Others Fail*; *The Devil is in the Details: System Solutions for Equity, Excellence, and Well-Being*

(with Gallagher); and *Spirit Work and the Science of Collaboration* (with Mark Edwards).

Fullan and his team currently work on *system transformation* in education in several countries globally. For more information on books, articles, videos, and podcasts please go to www.michaefullan.ca.

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CHAPTER 1



From Information Glut to Well-Known FACES

Introduction

Two decades ago we concluded that what mattered most in accomplishing school success on a large scale was *focus*. That holds today, and we add to focus the importance of alignment and coherence across schools in a system, state, or nation.

Too many competing priorities came and went; systems became both fragmented and constantly overloaded. So we did begin to focus—on literacy and numeracy, for example, first in the York Region District School Board, then in Ontario as a whole system, and indeed in our work around the world. It paid off in results, as we shall see, but we discovered something even more important in the course of this work. To focus best, leaders and teachers need to combine their *technical expertise* with strong *emotional connections* to what they are looking at. The key is how to make important things personally important to individuals on both cognitive and affective grounds. FACES is about personalizing the individuals we FACE daily: students, teachers, leaders, parents and community members; being transparent, inclusive, and collaborative with each one. FACES is about doing something to ensure the sustainability of focused System and School Improvement practices that are evidence-proven. FACES is about the right factors for improvement, at the right time with the right resources in place. FACES is our “forever work” (G. Mowbray, Director of Schools, Diocese of Maitland – Newcastle).

2 Putting FACES on the Data

It is not just the sheer volume of information that is daunting. It is the unfocused form in which the data arrive—can you imagine a devoted teacher becoming excited (or not) about the latest electronic report that serves up scores of seemingly irrelevant disaggregated statistics? Our colleagues Hargreaves and Shirley (2006) say that teachers are “data-driven to distraction.” They have data all right, but it comes in waves of indigestible, dehumanized information. We say, as do Hargreaves and Shirley, that teachers’ actions need to be “evidence informed,” but more than that, they must be moved and inspired by the data and helped to pinpoint the action that will be effective. Teachers and school leaders need, in short, to be able to put FACES on the data and to know what to do to help individual children unobscured by their statistical masks.

What matters to most teachers is their children, their humanity—what we have called their FACES. We asked over 500 teachers and administrators, “Why should we put FACES on data?” One teacher said playfully, “Because they are so damned cute.” True enough for Kindergarten, but overall our answer is “Because it is so damned important.” We need to care for students’ well-being, but we also need to help them get better at the one thing that can serve them for life: their day-to-day learning.

As well as the need to connect to students emotionally, teachers need the technical skills to be able to diagnose and act on their students’ learning needs. In other words, teachers need to be knowledgeable experts about each student. Altogether, this is a tall and demanding order because effective teachers need to combine emotion and cognition in equal measure. Weaken either one of these links, and the learning possibilities collapse.

In New Pedagogies for Deep Learning’ (NPDL) (Quinn et al., 2020) FACES become more complex because we are addressing both cognitive and noncognitive qualities in the form of the 6Cs (character, citizenship, collaboration, communication, creativity, and critical thinking). In the NPDL scenario, we are assessing the 6Cs as outcomes; we give some examples of how this works with the 14 Parameters in Chapter 6.

Toward Well-Known FACES

In this 10th Anniversary Edition, we distill what we have learned about getting to the human side of learning, while focusing on the knowledge base and expertise required to achieve deep and widespread positive learning outcomes. It is essential not just to discover a passionate teacher here and there but rather how to generate emotional commitment and effective assessment practices that inform instruction on very large scale—for whole systems. To do so we do need data, but we need to generate and use it in ways that make individual students come alive in the minds and actions of teachers and leaders. In the past 10 years, we and our colleagues have learned even more about how to do this.

We know that lessons may be learned from leaders who have created and sustained district-wide improvement, lessons about the importance of uncommon persistence in the face of competing priorities, unflinching attention to the details of implementation, hard-nosed decision making regarding where best to allocate scarce resources, encouraging ego-free leadership, and focusing ongoing attention on evidence about what is working and what needs to be modified. Leading educational reform in your state, district, school, or division is not for the faint-of-heart, the impatient, or those who are easily distracted. This book offers critical and detailed lessons for those aiming to help schools do a better job on behalf of their students, lessons learned from those who, through sustained focus, are achieving state, district, school, and student success across the globe.

Within the structure of each chapter, readers will find “Deliberate Pauses” that offer opportunities to reflect on questions the chapter may raise. In addition, we include in each chapter at least one “Narrative From the Field,” stories that outstanding teachers and leaders have shared with us about emotional connections or cognitive insights they have gained into a student’s or a teacher’s FACE. Finally, throughout the book we integrate current case studies of real schools, districts, whole states, and nations that have achieved success and where we have more stories to tell or examples to provide, we use QR codes to take you to these other resources.

Deliberate Pause

- How useful have your data been?
- Of all the data available, which are most critical to enabling emotional connections to or cognitive insights about each FACE?
- Which data are missing?
- Instead of using data, do leaders at every level “hope for” exceptional instructional practice within the confines of the mysterious black box known as the classroom? (**Hope is not a strategy when considering the growth and achievement of each learner.**)
- Give examples from your data that demonstrate you know that every student is learning to their maximum potential.

A growing body of work has pointed to the use of data to inform decisions concerning the level of students' growth and achievement made by states, school districts, school administrators, teachers, and the broader community. However, one could say that a “faceless glut” of data is both a political and a systemic pathological problem facing educators almost everywhere.

With so much information available, can politicians and education leaders, who want to raise achievement standards and have the will to do so, determine the *right* mix of simple-to-read yet deeply informative data to overcome the inertia of the achievement status quo in their jurisdictions?

At the state or regional level can education system leaders find a proven, *how to* solution to drive observable growth and achievement? If they find a solution, how can they ensure that every student learns, that every teacher teaches like a Master Teacher such that all schools within their systems become high performers and therefore are responsible and accountable for the funding dollars they receive as well as achieving their social-moral imperative? Can they sustain the focus on the solutions that work and not be distracted by the next new thing? Let's see what's out there that might answer these questions.

We have worked in many different states, regions, and districts across the globe on full implementation or what we are calling “collective capacity-building to increase all students’ growth and achievement.” We examine here what it means to “put the FACES on the data”—the powerful notion of how to go deeper within focused assessment, by harnessing the value of only relevant data sources that tell teachers what to teach next for each student (the very next minute), and doing so in a way that connects the emotions and the intellect of teachers and students.

An example of getting the right data and using it to direct student achievement is that of Luis, a boy in 11th grade—out of the classroom more often than in, due to highly disruptive behavior. Every week, often on a daily basis, he was suspended for rude, uncontrollable, aggressive behavior. He had been forced to change districts and schools many times. Not knowing what to do next, the vice principal at his latest school, in search of a deeper cause, recommended that Luis’s literacy skills be assessed. The results presented at an in-school case management meeting (see Chapter 4) showed that Luis was reading at a second-grade level. His teachers and his parents were shocked and disbelieving. His father said, “It’s not true. Luis reads his texts every day in the car on the way to school.” (Luis had been banned from riding the school bus.) Luis had been covering up and faking it for several years, acting out or withdrawing because he was being asked to read texts way beyond his level of competence.

After several case management meetings, it was decided that Luis would meet Miss Andrews, the high school’s literacy coach, every day after school for a focused *word study* (see Glossary) and reading comprehension strategies lesson. Miss Andrews gradually built rapport and trust with Luis and at the same time determined that Luis was attempting texts and recreational reading (such as *Harry Potter*) that were well beyond his skill level and that he couldn’t do his in-class work or homework. Being frustrated, Luis acted out belligerently, to the puzzlement of his teachers, who later began to avoid interacting with him.

Over the next few months, after school, demonstrating patient work with Luis, Miss Andrews brought Luis to reading and writing, gradually increasing his competence and confidence. When Miss Andrews “chunked” high-interest, low-vocabulary texts with Luis, the words became sentences and the sentences in paragraphs had meaning for Luis. And in class? Luis’s teachers learned to modify

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his written assessments, using simpler words that Luis could understand, and his scores rose gradually to grade level. Luis, and everyone around him, experienced much less frustration as a result. Now Luis reaches for a newspaper each morning, and not only does he look for the hockey scores, but he also reads the front page because he likes to learn about what's going on in the world. This is the story of a tragic situation in which a simple data-driven analysis, ongoing, supportive Case Management Meetings, and intervention resulted in a positive ending.

How many Luises and Vickys (see Narrative From the Field below) fall through the cracks? It is not good enough to catch the odd Luis and Vicky here and there. We must catch each and every student, each and every teacher. *FACES is about humanizing the teaching of each student optimally and having the expertise and tools in place systematically to make that possible for ALL students.*

Narrative From the Field

This teacher didn't think her sixth-grade student, Vicky, could learn. After several weeks of working in cooperative learning groups and rotating roles within groups, Vicky, who has communication challenges and specific learning needs, was given the role of reporting to the class what her group had done. The teacher was quite anxious about Vicky's ability and how she would manage, so the teacher gave the groups the opportunity to pass the reporting to another child in their group if the child selected didn't want to do it. When it came to her group's turn, the group endorsed Vicky. She stood up and then clearly and confidently told the class what her group had done. After this, Vicky regularly shared her learning and ideas with her groups and her class. The story of Vicky challenged the teacher never to doubt a student's ability but to support each, to recognize each student's work and worth, and to become even better informed by "listening" to the data presented in the actions of other students in supporting each other.

—Linda Forsyth, Deputy Head Teacher,
Perth and Kinross Council, Scotland

We begin by discussing the *14 Parameters* (see Glossary), a system and school improvement strategy that identifies the drivers and keys to implementation that has now been replicated in many

jurisdictions worldwide. With the inclusion of a strong literacy-numeracy and critical thinking strategy, schools and districts that have deployed this approach have reached and sustained success. We integrate the NPD focus into this plan, including the question of how to teach and assess the noncognitive qualities (character, citizenship, and the like). We also speak about how the use of student achievement data is a powerful tool for improvement at every level—especially if improvement is noted and monitored on the basis of drilling down into that data to individual student names and FACES in individual classrooms.

Deliberate Pause

- How many students (in your state, network, school, and classroom) can read with fluency and *comprehension* (see Glossary) by the end of Grade 1? How do you know?
- How many of your Grade 7 to Grade 10 students cannot read the texts used at their grade level or write to the expected level of the curriculum standards?
- How many students are bored or otherwise disengaged?
- How does the support of students in a group enable the learning of others in the group?

How the 14 Parameters Came to Be

In the book *Realization*, we discussed the 14 Parameters, the key drivers that we have found to be important for schools, districts, states, and nations to become places where high student growth and achievement are expected and delivered year after year by energized staff teams of true professional educators. To summarize, when Bill Hogarth, director of education for the York Region District School Board, in Ontario, stated that all children will read by the end of Grade 1, a literacy initiative was launched within the district's seventeen lowest performing schools, as determined by results of the Education Quality and Accountability Office (EQAO—see Glossary) standards-based assessment for Grades 3, 6, 9, 10.

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We draw frequently in this book on EQAO data. It should be noted that the level 3 and 4 threshold represents a very high standard which includes higher-order thinking skills and requires a student to achieve a score of at least 70 percent to meet the standard.

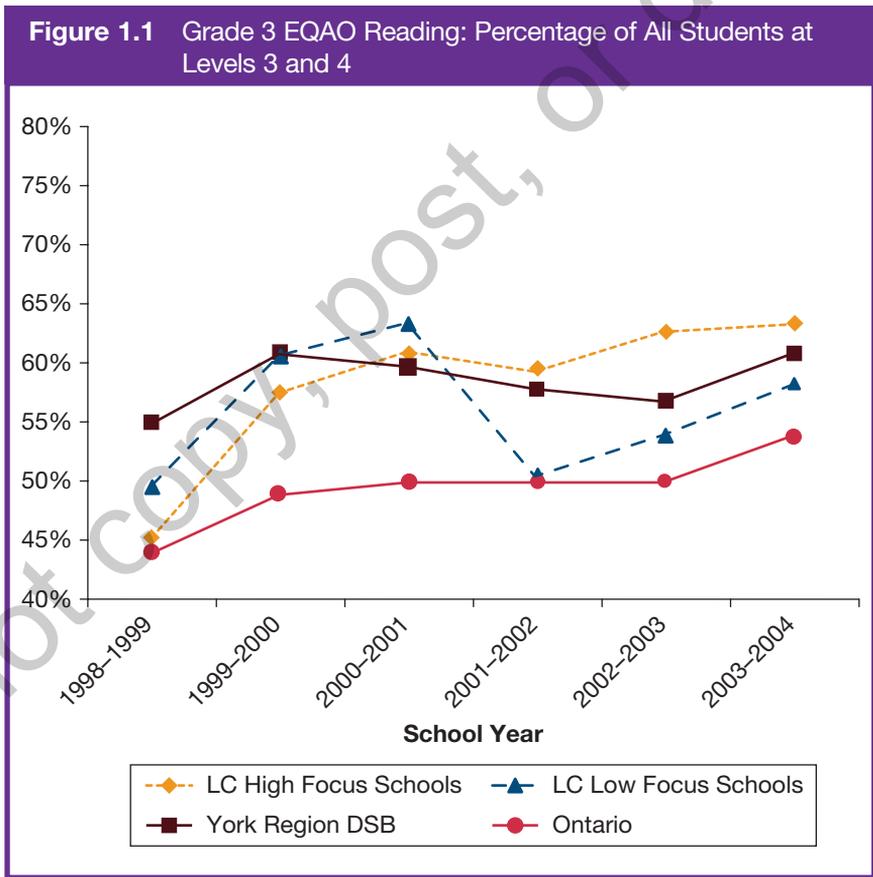
Of 150 schools in York Region at that time, seventeen found a small staffing allocation within their overall staffing allotment, sufficient to have half-time literacy coaches in each school. There were two caveats concerning the role and the Professional Learning (PL) provided by the district: (1) The literacy coach had to be a respected, valued teacher selected from the school staff; and (2) the principal and the literacy coach had to attend monthly district PL sessions together.

The initiative became known as the Literacy Collaborative. It was driven by the Literacy Steering Committee, which comprised the superintendent of curriculum (Sharratt), curriculum coordinators, an appointed system literacy principal, and selected principals from the field, to get feedback from the field about the implementation progress of each school. The Literacy Advisory Committee—composed of the elected chair of the board, Bill Crothers; director of education, Hogarth; two field superintendents; Sharratt; an elementary and secondary principal representative; and the literacy principal—strategically guided the initiative.

After one year, district scores began to improve with literacy (broadly defined to include Critical Thinking in every subject area) as the priority; the scores from the initial seventeen Literacy Collaborative schools outperformed both state and other district schools (see Figures 1.1 and 1.2). In year 2, the seventeen schools again outperformed the others. When we examined the seventeen schools more closely, we found that nine of the seventeen were able to align and sustain their work on improvement. We called these “high-focus schools.” The figures show that in years 3, 4, and 5, the nine “high-focus” schools advanced their level of achievement. Scores for the eight “low-focus” schools were inconsistent because they could not maintain their focus on the specific practices to increase all students’ achievement. What factors differed between the high- and low-focus schools to affect scores as they did?

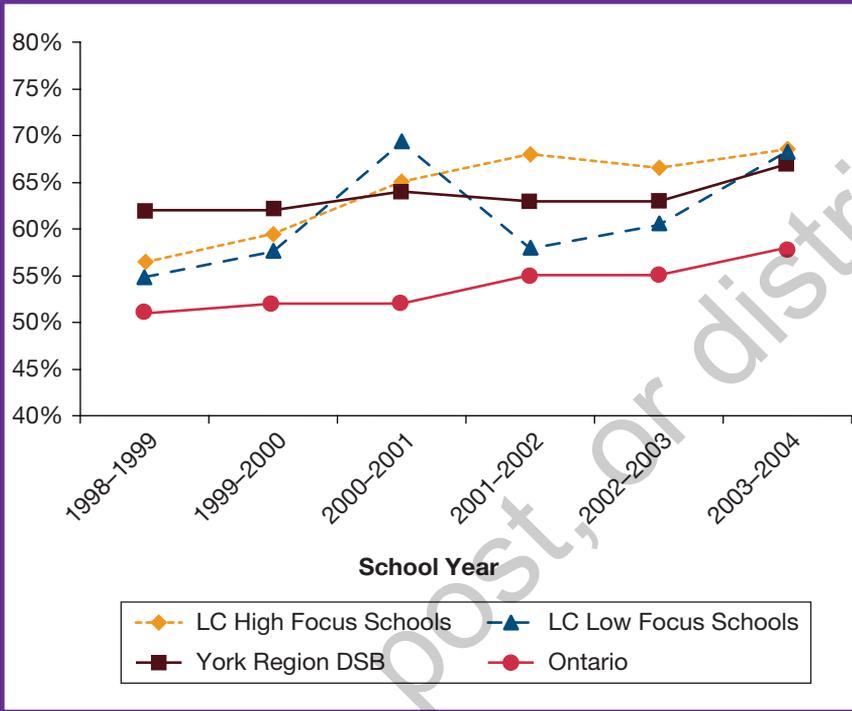
To determine why nine schools improved so dramatically while the other eight started well but failed to sustain their performance, we analyzed the annual reports from the seventeen schools and interviewed leaders and teachers involved in the Literacy Collaborative to learn which schools had incorporated the literacy coach and

PL monthly sessions more fully and how they had done it. The nine high-focus schools (see Figures 1.1 and 1.2) that did especially well were initially among the lowest performing schools in the district, yet they moved beyond the state and district averages in a relatively short time and sustained their achievement levels. The explanation for better performance in our view lies in more carefully focused attention to the details in each of 14 improvement areas, or what we call the 14 Parameters (Sharratt & Fullan, 2009). It turned out, as we have since found time and again, that it is not mere acceptance or endorsement of an idea or practice that counts but rather *engaging consistently and relentlessly in the actions that cause implementation*.



Note: A Level 3 score means the student has met the minimum standard of 70 percent, and a Level 4 score means the student has exceeded the minimum standard.

Figure 1.2 Grade 3 EQAO Writing: Percentage of All Students at Levels 3 and 4



Understanding the reasons for the gains, the district launched the 14-Parameter-based program broadly, K–12, by incrementally expanding the Literacy Collaborative. The low-focus schools re-focused on increasing *all* students' achievement through intentional assessment and instructional practices. Over time, the remaining elementary and secondary schools in the district followed and began to impressively raise their students' achievement results.

The factors we studied, *the 14 Parameters*, are in effect the nitty-gritty of deep and sustainable collective capacity-building of teachers and leaders to teach all students. Think of the 14 Parameters as the specific reform strategies that—in combination (and over time, as the organization progresses to greater implementation of the 14 Parameters)—“cause” classroom, school, district, state, and nation improvement. The 14 Parameters are listed in Figure 1.3. A self-assessment tool that can be used to track progressive implementation of the 14 Parameters is provided in Appendix A.

We now know a great deal more about the 14 Parameters—the fourteen drivers of reform and practice in successful school districts—and are even more convinced of their validity and efficacy. First, we learned and understood that effective change reform to increase student achievement involves precise planning and detailed work. We know that to improve student achievement individual school leaders must actively (by being present in the learning) and diligently work to raise their school's assessment in each of the 14 Parameters.

Second, from our initial results and further use of the 14 Parameters in other jurisdictions across the globe, we developed a detailed self-assessment implementation tool (Appendix A). Schools, districts, and states have used this tool on a regular basis to determine how well they “stack up” against the 14 Parameters of successful systems, schools, and districts. Often the results of a system or school staff's self-assessment has become the outline of their purpose-built school improvement plan—specific to each school's needs and against which progress can be measured by the school (see “Collaborative Inquiry,” in Chapter 4).

Third, when we get some schools in a district to move ahead using the 14 Parameters, we know we have a critical mass of instructional leaders who will lead to an almost inevitable tipping point toward system and school improvement for every school and for every student in the jurisdiction. We also know that reaching this point will cause some people in leadership positions to deviate from the plan—“too much work,” “not my interest,” “not my school,” “we've done it”—being excuses and complaints they will use to distract motivation and remove resources from achieving the system's planned reform. So, currently, many systems have developed a “No Excuses” mantra. With ongoing monitoring of all assessments used purposefully to inform instruction and to select resources needed, leaders must ask key questions (see previous sample questions in Deliberate Pause) and confront factors that stand in the way of deep implementation and of ongoing sustainability.

Fourth, the work can be and has been replicated successfully across contexts, as we illustrate throughout this book using new case studies from several jurisdictions in which we are currently working (Authors' Note: The original case studies are found in QR Codes in each chapter). We know that learning how to succeed in implementing every Parameter, with fidelity, is the ongoing, relentless and collaborative work of education leaders and teachers. It is not surface beliefs that matter; it is focused commitment, making tough resource

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allocation decisions, drilling down to put FACES on the relevant data, and staying the course that matter, no matter what pressures or new concepts the unfocused distracters might launch.

Finally, we learned that new approaches are needed to increase the specificity of teaching and the opportunity to learn. Although it is ideal to use student assessment data to tailor individual student learning, school performance data must also be used to define the precise and intensive support for instructional improvement that is needed in each school. In other words, not only must teachers differentiate student instruction by using various forms of student achievement data to inform the instruction, but system and school leaders must also use student achievement data to differentiate support to teachers and middle leaders whose tracked student achievement scores represent the need for targeted PL sessions.

Only a laser-like focus on daily student progress will enable leaders and teachers to put the FACES on the data so that they can improve instruction for all students—our ultimate vision—our moral imperative. Not coincidentally, such an approach can improve teachers' and leaders' professional lives. As well, it should be noted that system leaders put the FACES on their data, too.

Figure 1.3 The 14 Parameters of System and School Improvement

1. Shared beliefs and understandings
 - a. All students can achieve high standards given the right time and the right support.
 - b. All teachers can teach to high standards given time and the right assistance.
 - c. High expectations and early and ongoing intervention are essential.
 - d. All leaders, teachers, and students can articulate what they do and why they lead, teach, and learn the way they do.
(Adapted from Hill & Crévola, 1999)
2. Embedded Knowledgeable Others
3. Quality assessment informs instruction
4. Principal as lead learner
5. Early and ongoing intervention
6. Case management approach

7. Focused Professional Learning at staff meetings
8. In-school meetings—collaborative assessment of student work
9. Book rooms of with “just-right” books and multi-modal resources
10. Allocation of system and school budgets for learning
11. Collaborative Inquiry—a whole-system approach
12. Parental and community involvement
13. Cross-curricular literacy connections
14. Shared responsibility and accountability
 - a. We all own all the FACES!

Source: Sharratt (2019, p. 11); Sharratt and Fullan (2005, 2006, 2009, 2012).

Integrating New Pedagogies for Deep Learning (NPDL)

FACES ultimately discusses, teaches, and endorses the technical expertise underlying assessment and instruction. Initially, we began the school improvement work during which we developed the 14 Parameters by focusing on what would improve literacy and numeracy practices. We have moved past that to the 14 Parameter Framework that supports all subjects and all curricula with leadership at the core of each Parameter. In this edition of *FACES*, we are not able to systematically introduce NPDL. The best way to think about it is to say that if the focus was on Deep-Learning outcomes, the 14 Parameters would serve to strengthen the NPDL goals: implementation of the 6Cs and corresponding pedagogy (Fullan et al., 2018; Quinn et al., 2020). **The 14 Parameters and NPDL are symbiotic, they indeed work well together (see Chapter 6, The Integration of Our Work).**

Self-Assessing Against the 14 Parameters

A crucial issue with any new implementation is to have all staff buy-in to the vision, the intended learning and the ultimate goals. One school did just that by assessing their practice against the 14 Parameters as found in Figure 1.4. It demonstrates the actions staff members took to make changes in practice. Importantly, by doing

(Text continued on page 28)

Figure 1.4 St Bridget's Primary School Audit Against the 14 Parameters

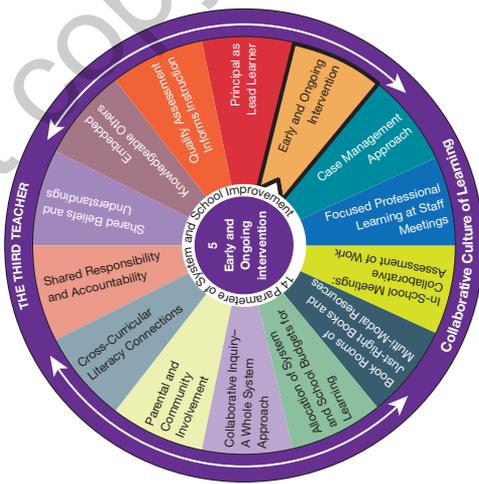
Parameter	Audit of Things We Are Already doing
<div style="text-align: center;"> </div> <p>1 Shared Beliefs and Understandings</p> <ol style="list-style-type: none"> All students can achieve high standards given the right time and the right support. All teachers can teach to high standards given time and the right assistance. High expectations and early and ongoing intervention are essential. All leaders, teachers, and students can articulate what they do and why they lead, teach, and learn the way they do. 	<ul style="list-style-type: none"> ✓ Having high expectations of students ✓ Making adjustments for students with additional needs ✓ Providing ongoing intervention ✓ Developing Personalized Learning Plans (PLPs) for students who require additional support and/or receive funding as part of the Nationally Consistent Collection of Data (NCCD) ✓ Parent Support Group Meeting (PSGs) for those students where a PLP has been prepared ✓ Creating a whole-school approach (e.g., Spelling, Writing, Inquiry, Religious Education)

<p>Parameter</p>	<p>Audit of Things We Are Already doing</p> <ul style="list-style-type: none"> ✓ Designing a Mentorship Program for all graduate (new and early career) teachers ✓ Supporting teachers with Professional Learning Goals ✓ Assisting with students' assessments ✓ Acknowledging and utilizing each other's strengths and expertise
<div style="display: flex; justify-content: space-between;"> <div data-bbox="291 711 372 1088" style="background-color: #4a4a8a; color: white; padding: 10px; border-radius: 10px; width: 20%;"> <p style="font-size: 24px; font-weight: bold; margin: 0;">2</p> <p style="font-weight: bold; margin: 0;">Embedded Knowledgeable Others</p> </div> <div data-bbox="379 711 756 1088" style="width: 80%;"> <p>These Knowledgeable Others are instructional coaches who have time purposefully scheduled during the school day to work alongside classroom teachers, supporting focused work on assessment that informs instruction.</p> <p>Knowledgeable Others must have strong interpersonal skills to build relational trust while co-laboring with teachers.</p> </div> </div> <div data-bbox="303 1117 787 1590" style="text-align: center; margin-top: 20px;"> </div>	

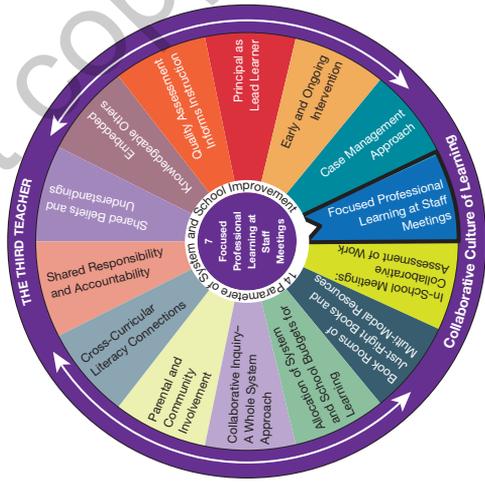
<p>Parameter</p>	<div data-bbox="289 706 371 1088" style="background-color: #f4a460; padding: 5px; margin-bottom: 10px;"> <p>3 Quality Assessment Informs Instruction</p> </div> <ul style="list-style-type: none"> • Evidence-proven, high-impact practices, like using ongoing assessment data that differentiate instruction, are embedded in the planning for daily, specific subject classes where every lesson features a literacy skill and teachers embed assessment for and as learning practices to inform their next steps for instruction. • Gradual Release and Acceptance of Responsibility (GRR) model to ensure precision in practice. <div data-bbox="296 1110 774 1592" style="text-align: center;"> </div>	<p>Audit of Things We Are Already doing</p> <ul style="list-style-type: none"> ✓ Assessing using pre- and post-assessment in Spelling, Numeracy, Comprehension ✓ Giving one-on-one feedback and instruction based on incorrect response(s) to assessment questions ✓ Giving and Getting Descriptive Feedback from the student ✓ Setting individual goals with students against the Success Criteria
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<p>Parameter</p>	<div data-bbox="296 706 378 1088" style="background-color: #c00000; color: white; padding: 5px; text-align: center;"> <h2 style="margin: 0;">4 Principal as Lead Learner</h2> </div> <p>Instructional leaders:</p> <ul style="list-style-type: none"> • put FACES on the data and take action to make a difference for all students; • acquire a deep understanding of effective classroom practices by participating in ongoing professional Collaborative Inquiry about high-impact practices; • take part, with their leadership teams, in system learning sessions and plan how they will replicate the learning back in their schools, • conduct Learning Walks and Talks daily in classrooms. <div data-bbox="296 1110 781 1592" style="text-align: center;"> </div>	<p>Audit of Things We Are Already doing</p> <ul style="list-style-type: none"> ✓ Co-constructing a Data Wall ✓ Conducting Learning Walks and Talks ✓ Crafting specific Professional Learning for all staff as identified through their Annual Review Meetings (ARMs) and/or informal feedback ✓ Studying; Masters of Educational or Instructional Leadership ✓ Being part of The Learning Collaborative (TLC) in Melbourne Archdiocese Catholic Schools (MACS) – Eastern Region
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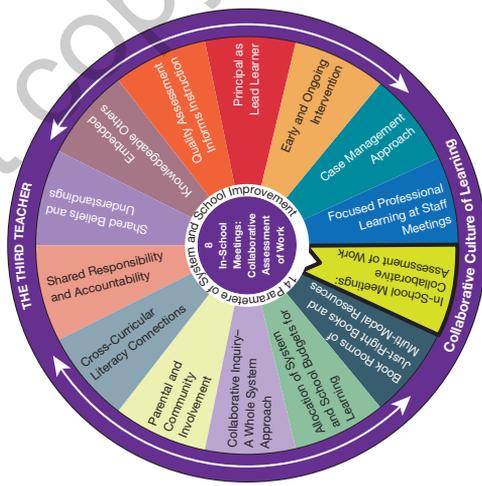
<p>Parameter</p>	<p>5 Early and Ongoing Interventions</p> <ul style="list-style-type: none"> Individual student need is determined by the ongoing scrutiny of a variety of assessment data. A structured, collaboratively planned approach by all teachers (e.g., classroom, special education, Reading Recovery, English language learner, and support teachers) is necessary to design and deliver units and lessons with an integrated co-teaching approach to supporting all students. 	<p>Audit of Things We Are Already doing</p> <ul style="list-style-type: none"> ✓ Communicating between Learning Support Officer (LSO) and Classroom Teacher ✓ Implementing a strategic reading intervention program via the Early Reading Intervention Knowledge (ERIK) program ✓ Learning About Letters and Sounds Program ✓ Working in partnership with external providers (e.g., Occupational Therapist, Psychologist, Speech Therapist) ✓ Timetabling for an LSO to provide additional support via one-on-one and small-group sessions
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<p>Parameter</p>	<div data-bbox="296 706 378 1088" style="background-color: #008080; color: white; padding: 5px; text-align: center;"> <h2 style="margin: 0;">6 Case Management Approach</h2> </div> <p>Putting FACES on the data using the case management approach is a two-pronged process:</p> <ol style="list-style-type: none"> prevention: the co-construction of Data Walls allows staff members to stand back and discuss student's areas of need, to set targets, and to decide what is possible for each FACE, and intervention: case management meetings (CMMs) in which a teacher presents one student at a time, through a work sample, to a problem-solving forum focused on supporting the classroom teacher with a recommended instructional strategy to try. 	<p>Audit of Things We Are Already doing</p> <ul style="list-style-type: none"> ✓ Co-constructing a Data Wall ✓ Conducting regular Case Management Meetings ✓ Conducting PSGs for those students where a PLP has been prepared ✓ Meeting regularly for Teacher Moderation of student work ✓ Monitoring student progress and constant follow up with the Classroom Teacher
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<p>Parameter</p>	<div data-bbox="296 706 378 1088" style="background-color: #0056b3; color: white; padding: 5px; text-align: center;"> <h2 style="margin: 0;">7 Focused Professional Learning at Staff Meetings</h2> </div> <p>Using meeting times for Professional Learning builds teacher and leader collective capacity and develops a common language across all learning areas.</p> <p>Starting with data, teachers who are knowledgeable Others and leaders together provide the Professional Learning needed at staff meetings, at division Learning Community (PLC) time (see Chapter 3), modeling a culture of learning—the Third Teacher—that reflects clear expectations about precision in practice.</p> 	<p>Audit of Things We Are Already doing</p> <ul style="list-style-type: none"> ✓ Holding specific and focused staff meetings on learning goals we as a school want to achieve ✓ Using staff as learning resources for each other ✓ Developing a common language of precise classroom practice ✓ Understanding that data comes from many sources ✓ Assessing a strong culture of learning
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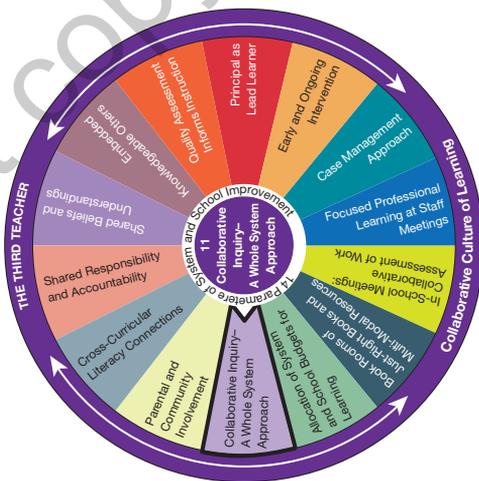
<p>Parameter</p>	<p>8</p> <p>In-School Meetings – Collaborative Assessment of Work</p> <p>It is often noted that the greatest variation in teaching in a system is not between schools; it is between classrooms in the same school. To reduce that variation, evidence of learning through student work samples is used in regular, ongoing co-teaching conversations in which teachers collaboratively determine:</p> <ul style="list-style-type: none"> • how to sharpen their use of assessment data, every minute, to drive precise instruction; to broaden their individual and collective instructional repertoire; to challenge assumptions in a respectful way; • improve immediate Descriptive Feedback strategies; • move students from one level of work to the next and beyond expectations.
<p>Audit of Things We Are Already doing</p>	<ul style="list-style-type: none"> ✓ Developing differentiated learning strategies and tasks ✓ Making time for PL conversations about students who may be underachieving ✓ Scheduling writing moderation within and across year levels to ensure moderation is consistent and provides Descriptive Feedback ✓ Grouping students is fluid and based on ongoing formative assessment ✓ Spelling across the school where students are assessed and complete tasks at their ability level



<p>Parameter</p>	<div data-bbox="296 706 409 1088" style="background-color: #2c3e50; color: white; padding: 10px; text-align: center;"> <h2 style="margin: 0;">9</h2> <h3 style="margin: 0;">Book Rooms of “Just-Right” Books and Multi-Modal Resources</h3> </div> <p data-bbox="422 706 598 1088">Resources that support differentiated instruction are compiled and organized in a multimedia room or resource center for teachers’ access to just-right, just-in-time resources.</p> <p data-bbox="611 706 762 1088">These high-quality, multi-modal resources reflect the diversity of the community, meet a range of abilities and needs, and address a range of student interests.</p> <div data-bbox="296 1110 787 1592" style="text-align: center;"> </div>
<p>Audit of Things We Are Already doing</p>	<ul style="list-style-type: none"> ✓ Using Leveled Readers and Guided Reading texts (built a Reading Room) ✓ Ensuring technology is integrated into the school day using Chromebooks 1:1 so each student across the school has access to a Chromebook from Prep to Year 6 ✓ Providing access to interactive TVs and iPads to engage students and support their learning

<p>Parameter</p>	<p>Audit of Things We Are Already doing</p> <ul style="list-style-type: none"> ✓ Distributing staffing allocation based on student need ✓ Ensuring that needed support of student learning is timetabled ✓ Funding the purchase of online whole school literacy and numeracy resources to engage and support student learning such as Reading Eggs, Literacy Planet, and Matific
	<div style="display: flex; align-items: center;"> <div style="background-color: #4a4a8a; color: white; padding: 10px; margin-right: 10px; text-align: center;"> <h2 style="margin: 0;">10</h2> </div> <div style="background-color: #c8e6c9; padding: 10px; margin-right: 10px;"> <h3 style="margin: 0;">Allocation of System and School Budgets for Learning</h3> </div> </div> <p>Principals and leadership teams intentionally allocate budget items for resources that address instructional needs revealed by school and classroom assessment data.</p> <p>Leaders can articulate why they are doing what they are choosing to do. Equity of outcomes for all learners is assured through budget resourcing (human and material) to support learning and learners.</p> <div style="text-align: center; margin-top: 20px;"> </div>

<p>Parameter</p>	<p>11 Collaborative Inquiry – A Whole System Approach</p> <p>Every system or school meeting begins with a review of data, searching for the impact of actions taken on previously identified issues. Questions about the data are the basis of SMART goals. Collaborative Inquiry (CI) questions follow and are developed by system leaders, principals, and groups of teachers to test pedagogical approaches they feel will enable instruction to elevate student achievement to meet their collective SMART goals. Development of CI questions is deliberate using a structured, collaboratively planned approach; it is not left to system teams or schools to independently create their own processes because “being systematic” counts.</p>	<p>Audit of Things We Are Already doing</p> <ul style="list-style-type: none"> ✓ Developing whole school approaches (e.g., Mappen which is evidence-based resources linked to the curriculum and used for Inquiry and the curriculum) ✓ Capabilities (e.g., Sound Waves which is an Australian spelling program; Seven Steps to Writing Text; creating a planning template for Religious Education for all teachers to utilize and populate, which is common to all staff) ✓ Conducting Annual Review Meetings for all staff for goal setting and evaluation of practice and performance ✓ Setting individual learning goals with students based on data and Success Criteria
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<p>Parameter</p>	<p>Audit of Things We Are Already doing</p> <ul style="list-style-type: none"> ✓ Reporting to parents ✓ Holding Parent-Teacher interviews ✓ Conducting Meet and Greet sessions at the beginning of each year for parents to provide information about their child to the classroom teacher ✓ Holding PSGs for students where a PLP has been prepared ✓ Preparing PLPs for students who require additional support and/or receive funding as part of the NCCD — keeping in touch with parents through email, text messages, newsletters, website with <i>upschool</i> where education and well-being content is provided to support parents with their child's learning ✓ Establishing Parent Helpers and Parent Volunteers (e.g., Parishioners and Rotary Members who support our students during the literacy block by listening to them read and asking them comprehension questions) ✓ Communicating with parents via platforms such as Skoolbag and Operoo ✓ Encouraging Home Reading
<div data-bbox="296 706 409 1088" style="background-color: #e6f2ff; padding: 10px; border: 1px solid #000080;"> <p style="text-align: center; font-size: 24px; font-weight: bold; color: #000080;">12</p> <p style="text-align: center; font-weight: bold; color: #000080;">Parental and Community Involvement</p> </div> <p data-bbox="422 718 888 1088">Research indicates that parent and community involvement increase all students' achievement. Schools build strong relationships with parents by keeping them informed about their children's progress and by involving them in the why and how the school is teaching literacy skills, for example, in every subject area. Parents, caregivers, and the broader community are helped to understand how they can support their children and are continuously invited to provide input into annual system and school plans for improvement.</p> <div data-bbox="296 1110 781 1592" style="text-align: center;"> </div>	

<p>Audit of Things We Are Already doing</p> <ul style="list-style-type: none"> ✓ Integrating Religion into literature used in Reading Groups ✓ Developing Inquiry linked via Mappen (which is evidence-based resources linked to the curriculum and used for Inquiry and the Capabilities as well as other curriculum areas) 	
<p>Parameter</p>	<div data-bbox="296 709 793 1092"> <p>13 Cross Curricular Literacy Connections</p> <p>Assessment data determine what literacy skills each student will need to develop in order to access a subject's curriculum content; however, teachers in all content areas can further students' achievement by modeling the skills, sharing in the making of meaning, guiding students toward independence, and monitoring their independent work using the Gradual Release and Acceptance of Responsibility model in all subject areas.</p> </div> <div data-bbox="296 1110 793 1592"> </div>

<p>Parameter</p>	<p>Audit of Things We Are Already doing</p> <ul style="list-style-type: none"> ✓ Co-constructing and using a whole-school Data Wall ✓ Being aware of students in the school with additional needs (e.g., watching out for certain students on the playground) ✓ Holding regular Case Management Meetings across the school year levels ✓ Discussing how to support students with additional needs. ✓ Streaming spelling across the schools. Where students are assessed and complete tasks at their ability level rather than their grade level ✓ Involving whole-school approach to improvement (principal, teachers, Learning Support Officer, volunteers) in our focus on Spelling determined by our school's data
<div style="display: flex; justify-content: space-between;"> <div data-bbox="296 711 378 1088" style="background-color: #e67e22; color: white; padding: 10px; border-radius: 5px;"> <h2 style="margin: 0;">14</h2> <h3 style="margin: 0;">Shared Responsibility and Accountability</h3> </div> <div data-bbox="391 711 812 1088"> <p>Everyone is responsible and accountable for every learner within and across schools in a district and a state. That is, everyone knows and can clearly articulate the system, school, and classroom priority because SMART Goals and CI questions are aligned, clear, precise, intentional, and published. Everyone sees himself or herself as responsible for achieving the goals and accountable for the learning that results from their implementation.</p> </div> </div> <div data-bbox="296 1112 778 1590" style="text-align: center; margin-top: 20px;"> </div>	

this gap analysis with staff they got all teachers' buy-in to make deliberate refinements to their practice, *as data drives instruction*.

Based on the Audit of the 14 Parameters, St. Bridget's set their Future Learning Goals, as follows:

We will:

- Use the Data Wall more consistently to identify which students require early and ongoing intervention (Parameters #1 and #5) as well as to inform Case Management Meetings (Parameter #6).
- Continue to increase staff capacity and confidence around deconstructing Learning Intentions (LI) and co-constructing Success Criteria (SC) (Parameters #3 and #13). This will be achieved through allocating time in a staff meeting each week for a teacher to share their LI and SC with the staff for feedback. Also, to help build capacity in co-constructing SC, staff meeting time will be used for staff to practice co-construction of SC together (Parameter #7).
- Timetable Learning Walks and Talks with teachers and leaders walking in classrooms together to look for evidence of students' growth and achievement (Parameters #4 and #14).
- Develop all teachers as "Knowledgeable Others" (Parameter #2). This will be achieved by providing a coach to work closely with teachers to set individual goals, to plan, model and observe strong classroom practice (Parameters #7 and #10). Our focus moving forward is around differentiated instruction in the classroom.
- Review assessment literacy across the school to ensure it is still high quality and is being used to inform instruction and ultimately improve student outcomes (Parameters #3 and #13).

With the template as the guide to action, St. Bridget's was able to focus on corresponding action and in turn assess their progress and impact.

- Students now have a greater understanding about what they are learning, what success looks like for them, and how to articulate this.
- By being part of the Teaching and Learning Collaborative and through the partnership the Melbourne Archdiocese Catholic

Schools has developed with Dr. Lyn Sharratt, we have access to evidence-based, relevant, and effective Professional Learning (PL) and a framework for school improvement.

- As a direct result of the PL provided, we have been able to increase staff capacity across the school. We know this as we hear a common language of improvement developing among teachers and students; the 5 Questions for Students are displayed in every classroom (see page 101); staff meetings begin with data and focus on learning not operational issues; teachers are more open to improving their practice and we have seen genuine changes embedded across the school. It is evident that our teachers believe they can have a positive impact on student outcomes therefore demonstrating high collective teacher efficacy (Robyn Thomson, Principal, St. Bridget's Primary School, Balwyn North, Victoria, Australia, personal communication, January 2022).

Practice Aligns in Systems and Schools

In many ways, the implementation of the 14 Parameters mirrors Sir Michael Barber's (2011) "Deliverology," which we referred to at length in the first edition of FACES. Deliverology is about having a plan and making it happen. For a discussion of Deliverology, click on QR Code 1.1. In the discussion that follows, we speak more to our message of measuring and assessing how individual schools, districts, and states are performing and we speak to how we feel that putting the FACES on the data is a win-win strategy that creates changes in assessment and instruction and in achievement levels. This ultimately results in a culture of success for students and education professionals—a culture in which all stakeholders can be proud to participate and in which stakeholders *want* to perpetuate.

We learned in our initial study, and subsequent work has reinforced the idea, of the overarching value of quality leadership at every level and, in particular, at the school level. The successful schools in our research were led by principals, vice principals, and



QR Code 1.1:
Deliverology
Parallels

part-time literacy coaches who understood and were committed to the specifics. We discovered that “Leadership MATTERS”! For example, in the successful schools we initially studied, and now in new, highly successful schools we continue to find, the following:

1. School leaders clearly understand the model and, most important, live the shared beliefs and understandings (Parameter #1) and shared responsibility and accountability (Parameter #14) in the design.
2. School leaders clearly understand that they need to attend to ALL the components of the 14 Parameters.
3. School teams did constant self-evaluation, striving to align beliefs and understandings among the principal, literacy coach (Parameter #2), teacher-leaders, and special education resource teacher as the leadership team who worked with all staff. This involved *accountable talk* (see Glossary) and corresponding action, with each other and with teachers, in an ongoing way—during the school day.
4. School leaders did not let staff or other program “distracters” divert their energies and focus—they stayed the course toward students’ growth and improvement—holding their nerve until improvement results were realized—**no matter what!**

We discuss further, in Chapter 5, the specifics of what it takes to put the FACES on the data as an instructional leader. At this point, let’s put more flesh on the concept by considering a system case study.

A System Case Study

A. Context

The Diocese of Wollongong was established in 1952, extending across the four regions of Illawarra, Macarthur, Shoalhaven, and Southern Highlands of New South Wales, Australia. There are twenty-nine primary schools, eight secondary schools, and one K–12 school with an overall enrollment of 19,445 students. Of the student population there are 3.9 percent Aboriginal Torres Strait Islander (ATSI), 34.3 percent Language Background Other than English (LBOTE), 8.1 percent English as an Additional Language/Dialect (EAL/D), and 1.3 percent Students With a Disability (SWD).

The Diocese has experienced huge growth especially in Shellharbour, Dapto, and Macarthur. It is incredibly diverse with urban, regional, and rural schools and a wide range in socioeconomic status (SES), in ethnic diversity and in rapid population growth, which all make planning and resource allocation difficult.

B. Background: Why improvement was needed?

In 2014, senior leaders undertook comparisons with other Dioceses' data identifying that Wollongong had room for improvement. They found schools operated independently and there was little or no collaboration within and between schools. Due to very limited data sources, staff had little access and very few opportunities to own system or school data. There was also a focus on PL being held at a system level that did not always address school, staff, or student needs.

In 2015, the Director of Schools determined that the Service Delivery to schools needed to undertake a structural reshaping with a focus on school improvement, and thus created a model of K–6, 7–12, and Specialist Support K–12 areas with a system leader in each of the three areas.

In 2016, senior leaders from Wollongong approached Sharratt to work alongside them in what ultimately became known as the *Collaborative Leadership Improving Learning* (CLIL) work. CLIL was actively supported with consistent and ongoing commitment from the Director and Senior Leadership Team. These CLIL members attended ALL the initial input sessions with Sharratt, including the initial Sunday meeting in student vacation time, and meetings prior to each of her CLIL sessions. Their commitment to the work with FACES and CLARITY was palpable.

A CLIL Strategic Plan was developed so that the system would have a consistent, strategic approach to the roll out and implementation of this system-wide approach to improvement. The CLIL Strategic Plan set timely and realistic expectations. Principals and school staff undertook PL opportunities that developed their understanding of the 14 Parameters (Sharratt, 2019; Sharratt & Fullan, 2009, 2012). Principals were acknowledged for their initial and ongoing support of CLIL.

Schools readily recognized and acted on the system commitment of budget allocation to this research-proven approach that enabled each school to have:

- ✓ an Instructional Coach (IC);
- ✓ PL opportunities with Sharratt;

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- ✓ teacher release time for Collaborative Professionalism; and
- ✓ the development of a system Education Officer role to lead and oversee the CLARITY work.

Teachers with capacity and credibility in schools were able to step into the Instructional Coach role knowing they had the ongoing support of their principal, School Leadership Team, and system personnel.

C. Focus on Improvement

The system embraced Parameter #1: Shared Beliefs and Understandings. It was determined that there would be a whole-system approach to improving student learning outcomes. Their strategic intention was that:

- ✓ System data would show and sustain improvement in student learning outcomes (Parameter #14).
- ✓ There would be a systematic and consistent approach to identifying and addressing student learning needs.
- ✓ The 14 Parameters would become part of the vernacular and ongoing practice across the system, developing a common language of improvement.
- ✓ School Improvement Services would model the implementation of the 14 Parameters at every opportunity.
- ✓ The Learning Progressions in the curriculum expectations would be used for the monitoring and tracking students' growth and achievement (Parameters #3 and #13).
- ✓ Schools would be student-centered, focusing on ALL students' development, growth, and achievement (Parameters #1 and #14).
- ✓ There would be high expectations for every student and whole-system access to school and system data (Parameters #1 and #6).
- ✓ Each school would have an Assessment Schedule and Plan according to Literacy and Numeracy Policy that included system-purchased assessments (Parameters #9 and #10).
- ✓ The system and schools would have Data Walls that would be current and regularly maintained and would conduct regularly scheduled Case Management Meetings (Parameter #6).

- ✓ CLIL would be a priority in system planning and budgeting (Parameter #10).
- ✓ The CLIL approach would build staff capacity to teach ALL students (Parameter #6).
- ✓ Every primary and secondary school would have a part-time IC based on the student population (Parameter #2).
- ✓ PL in each school would be focused on, and determined by, school/staff needs based on relevant data (Parameters #7 and #8).
- ✓ The principal would be expected to attend PL and lead the 14 Parameter work with the support of the School Leadership Team that included the IC (Parameters #2 and #4).

D. IMPACT

The impact of CLIL is apparent across the system, within individual schools and classrooms.

1. From a System Perspective

The impact is tangible. Leaders and teachers now have a common language based on the 14 Parameters and schools now have a consistent approach to the improvement of student learning outcomes. This approach to CLARITY is based on

- ✓ Quality Assessment,
- ✓ Quality Pedagogy, and
- ✓ Data Literacy.

Relevant system data sources are monitored on a System Data Wall. There has been a notable improvement in system data since 2017. The delivery of PL is no longer one size fits all; it is directly related to school data and improvement priorities. Relevant documents, such as system policies and procedures, now reflect CLIL and the 14 Parameters. School Improvement K–12, purposely models the 14 Parameters as the whole system moves to improving student learning outcomes collaboratively.

A Project Officer role has been created to support the CLIL Education Officer in building the capacity of School Leadership Teams in the areas of Data Literacy, Strategic Planning, and the ongoing development of Collaborative Professionalism.

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Time is a precious commodity. Two full-day Principal and Assistant Principal Meetings are dedicated each year to the School Improvement Agenda. There has been a restructuring of School Improvement Primary Service meetings where all personnel meet twice a term with agendas directly relating to PL and Collaboration time, with only one session for General Business.

Significant system resources have been allocated to schools to support Early Learning and the growing number of students who are identified as EAL/D. Multimedia resources have been developed to support staff with current research and PL around pedagogy and expected practices.

2. From a School's Perspective

Each school's improvement journey continues to be captured in the School Review and Improvement (SRI) Plan that is strategic, data-informed, Principal-led, and leadership-driven.

Schools now have a whole-school approach to improving student learning outcomes using the 14 Parameter Framework where all staff have shared beliefs and understandings (Parameter #1) and are responsible and held accountable for ALL students (Parameter #14). The IC role (Parameter #2) allows for a focused approach to improvement in student learning outcomes, by ICs working alongside leaders and teachers. Their work is aligned with each school's Improvement Plan.

All schools maintain a current, physical Data Wall related to their improvement journey. Student learning is monitored and tracked during regularly held Case Management Meetings (Parameter #6).

School budgets now have a more strategic focus on improving student learning outcomes (Parameter #10). Schools now operate in geographic networks, known as Learning Collaboratives. The Learning Collaboratives are supported by the CLIL Education Officer and ICs. There are five Primary Learning Collaboratives of six schools each of whom are also supported by two School Improvement Primary Education Officers. The eight secondary schools form a single Learning Collaborative and the K-12 school operates across two Service Areas.

The Assessment and Instruction Framework (Assessment Waterfall Chart, Sharratt, 2019, p. 124) is a critical part of our pedagogy across the system and is evident in every classroom (see Chapter 3).

All schools undertake the Collaborative Inquiry processes and share their data results, successes and challenges once each year at a System

Collaborative Inquiry Symposium (The Learning Fair, Sharratt, 2019, pp. 39–41).

Schools now allocate resources to “The Third Teacher”: Leaders and teachers constantly evaluate the use of their learning spaces and furniture to maximize the benefits of this change in pedagogy.

3. From a Classroom Perspective

Staff Collaboration is now seen as an important component of this relentless focus on pedagogy; staff utilize the system funding for Collaborative Professionalism. Eight half days were allocated to PL based on staff feedback. As a result, each classroom teacher is allocated these days to meet and collaborate to analyze and interpret student data to refine practice.

The learning space, known as the *Third Teacher*, is where students access support in their learning through clearly displayed Learning Intentions, co-constructed Success Criteria, and “Bump-It-Up Walls” (see Chapter 3). Classroom furnishings support individual student developmental needs and the opportunity to implement the Gradual Release of Responsibility Model.

Learning Walks and Talks (LWTs) have become part of the common practice, allowing teachers to seek and provide feedback. It is noticeable that classrooms now have less *teacher talk* and more student voice, with students being able to answer the 5 Questions of LWTs (Sharratt, 2019, pp. 59–65).

The IC is visible in classrooms as they mentor, work alongside, and upskill classroom teachers.

4. Leadership Lessons Learned

Leaders and teachers have learned significant lessons along the way in implementing the “Putting FACES on the Data” approach:

1. The need for ongoing support and visibility of the Director and System Leadership Team is ensured by having an aligned, clear, and focused direction that is captured in the Strategic Plan and is frequently articulated by leaders.
2. School leadership roles and the capacity of the principal and School Leadership in implementing and sustaining the FACES and CLARITY work is not to be taken lightly. There is a critical

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need to provide **time** for ongoing feedback within the school and across the system.

3. Facilitate embedded budget decisions that enable staff to be given **time**, during the school day, to engage in Collaborative Professionalism, such as Case Management Meetings—both regularly scheduled at system and school levels is critical.
4. The need for system staff to have an understanding of the importance of the 14 Parameters and their links to sustained school improvement is like lightning and thunder, you cannot have one without the other.
5. Key is the critical importance of the selection and ongoing development of the IC to enable them to build teacher capacity in all schools. There is a necessity for a clear role description for the IC that is relevant to the school context and data.
6. Sustainability is ensured when the system has a strategic plan to address issues related to staff turnover.
7. Collaboration and feedback opportunities within and between schools must be mirrored within and between system service teams to ensure alignment of the work.
8. Strategic planning around a *small number of priorities* must be highlighted.
9. A system role, with inclusion at decision-making tables, is necessary to lead, oversee, and sustain the CLIL work.

5. Did It Work?

In NAPLAN Assessments (see Glossary), 2021, Years 3 and 5 students in the Diocese are above the State Mean in nine of the ten domains assessed.

Year 3:

Students remain above the State Mean in ALL Domains (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy).

Year 5:

Students are now above the State Mean in four out of the five domains assessed. Numeracy has increased 3.8 points since 2019, the best

Numeracy result in Year 5 since the beginning of the NAPLAN assessment in 2008 (Noel Henry Head of School Improvement Services—Primary; and Kay Blundell Senior Professional Officer School Improvement Services—Primary Diocese of Wollongong, New South Wales, Australia, personal communication, October 26, 2021).

Success breeds success as illustrated by this impressive case study of system-wide improvement. Being able to share increased student achievement results on school and system assessments was an enormous boost to staff and the broader community in the Diocese—a valuable validation of all staffs' conscientious commitment to "doing something positive" for ALL students. It certainly appears that patience, endurance, compassion, and putting FACES on Data Walls will continue to be needed for Wollongong to stay the course. As we said about Simcoe County and Brechin Public School in the first edition (Sharratt & Fullan, 2009, p. 12; see QR Code 1.2), we can say again about the Diocese of Wollongong, the entire system knew they were on the right track! Hand in hand with success was a very real willingness to take risks to change structure and refine practice always highlighting our notion that "learning is the work."



QR Code 1.2:
Simcoe
Case Study

Deliberate Pause

- What is your plan for improvement—how do all staff commit?
- What resources do you have available to implement this focused work?
- Do you have instructional coaches (Knowledge Others [KOs]) in every school—primary and secondary?
- Are your instructional coaches offering added value to the PL of principals, leadership teams, *and* teachers?
- What lessons learned from the Wollongong Case Study apply to your context?

Narrative From the Field

An audible silence struck the conference room. He had just shown the assembled school district administrators and principals the standard testing data they knew so well, but with a twist that changed their comfort level. He translated the cold district data showing the percentage of students falling into the “below standard” and “meets minimum standard”—data each member of the audience could repeat by rote—into very challenging new school performance data highlighting the precise number of student FACES each year who failed to reach the minimum standard. They could see the number of students who failed in their group of schools, and they could see how many failed in their own schools.

She picked up the pieces. She showed how first one school district, then another, had used the 14 Parameter approach, and how they adopted the concerted, determined but inclusive leadership style that focuses on managing available resources to transform student achievement results. She showed them that this combined process—implementation strategy and leadership style—built “capacity” in the process. This collective capacity-building was successful because it improved student achievement results and also produced higher classroom teacher satisfaction measures—realization was occurring. The conference room silence was broken by the buzz of very real and keen interest. They got to work.

So far we have had only a taste of what it means to move from a page of statistics to the flesh, blood, and destiny of individual students. And we have shown that it can be done for all students in a school and in a district, region, or diocese. In Chapter 2, we go deeper to demonstrate the power of putting FACES on the data. Then in the rest of the book we work through the heart of our model—the integration of assessment, instruction, leadership, and ownership.