

MICHIGAN STATE
UNIVERSITY

College of Education
Office of K-12 Outreach

Programs and Projects



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Our Mission

Michigan State University's Office of K-12 Outreach has a long-standing commitment to outreach and service as part of MSU's land-grant mission. The Office of K-12 Outreach works to connect research with practice in schools and districts across Michigan, the U.S., and the world. K-12 Outreach provides information, expertise, and insight to policymakers at the local, state, and national levels. We provide knowledge and understanding to K-12 educators, administrators, and policymakers about how to create the systems, strategies, and policies that support high student achievement for all students.

What We Do: Develop Leadership and Collective Capacity for Change

Work with High-Priority, High-Poverty Schools & Districts

- Assists urban, suburban, and rural district and school leaders in developing a systems approach to school transformation in response to student needs.
- Provides customized training and leadership experiences to increase the collective capacity of staff and administrators to effect deep change.

Develop School & District "Turnaround" Leaders

- Assists districts in developing ongoing systems to identify, nurture, and place high-performing leaders in high-need schools.
- Delivers coaching and mentoring to principals, teacher-leaders, and central office staff as they work to make deep change in support of higher student achievement.

Data and Evaluation Services

- Assists schools and districts to collect, analyze, and evaluate data to enrich and inform practice using customized measurement tools and templates.

A classroom in a high-poverty, high-performing school in London, part of a study tour led by Dr. Barbara Markle and the Office of K-12 Outreach.

Help Schools & Districts Close Achievement Gaps

- Provides training and resources for improving cultural proficiency and developing high expectations for all students.
- Assists district leaders in assessing systemic issues that contribute to achievement gaps and in developing systems and strategies to narrow those gaps.

Provide Information & Expertise on Educational Issues to Policymakers & Other Leaders

- Provides ongoing opportunities for legislators and other policymakers to learn about current educational issues.
- Promotes forums, research, and best practices to statewide organizations.

Internationalizing Education

- Broaden the international perspectives of school and district leaders through international conferences and study tour opportunities.



Overview of Current Initiatives from the Office of K-12 Outreach

Coaching 101

This program was designed to build a statewide cadre of educational coaches who have a strong knowledge base, common language, and the competence and skills necessary to promote school improvement. To date, over 1,000 proficient coaches have been trained.

Fellowship of Instructional Leaders

Through a year-long program, the Fellowship builds the capacity of leadership teams comprised of the principal and teacher-leaders to improve the quality of classroom instruction and increase staff collaboration and effectiveness. Teams meet on Saturdays throughout the school year and attend a summer institute to work on the issues specific to their school and district context that directly relate to student achievement.

Emerging Leaders

In collaboration with the statewide elementary and secondary principals associations, this unique program provides potential school principals an opportunity to explore the knowledge, skills, and mindsets required to be a successful leader in today's complex educational environments. The program has trained over 750 participants, many of whom have gone on to become successful principals and central office administrators.

London Study Tour

The Office of K-12 Outreach facilitates study tours to London for university, community, and school leaders to learn from high-poverty, high-performing schools.

Education Policy Fellowship Program (EPFP)

EPFP engages early to mid-career participants in a deeper understanding of state and national policy and policymaking, effective leadership, and professional networks. Over 1,000 Fellows have been trained.

Customized Capacity Building in Flint & Detroit

Develop the capacity of school and district leaders to make positive change leading to higher student achievement tailored to the specific needs of the school and/or district. Currently, K-12 Outreach is working with Detroit schools through the School Improvement Grants program and partnering with the Mott Foundation and Flint Community Schools in a collaborative effort to turnaround Flint's struggling schools. This partnership has already made a positive impact on systems and morale and may indeed prove to be a new model of successful district turnaround.

Visible Learning

Visible Learning is an in-depth model of school change developed by John Hattie. Dr. Hattie developed - and continues to develop - this work based on his meta-analyses encompassing more than 50,000 research studies. His work identifies the major factors and practices that influence student achievement ranging from family background to teacher training to specific instructional practices. The core of this research-based program is to enable teachers to evaluate their impact on student learning and make student learning "visible" to the teacher and to the student. The Visible Learning professional development program ties in well with K-12 Outreach's theory of action, and provides an opportunity to partner with Corwin, a national provider of Pre-K to grade 12 educators.

President's Education Forums

Sponsored by MSU president Lou Anna Simon, MSU faculty present current research to inform legislators, their staff, and other policymakers and leaders about current education issues and promote discussion in specific policy areas. Recent topics have included research related to third-grade reading and retention presented by Dr. Tanya Wright and issues around educating African American males with Dr. Dorinda Carter Andrews. An upcoming session will feature Dr. Bill Schmidt who will discuss his latest study on how schools create achievement gaps.

Through the work of the Office of K-12 Outreach, one-third of Michigan's 321 Priority and Focus schools had their status removed in 2014. This includes 19 of 36 Priority schools in the Detroit Public Schools.

Building Capacity for Student Learning in Low-Performing, High-Poverty Schools

Overview and Purpose

Reforms that successfully build capacity for student learning put the student at the center of the reform. However, many reforms focus on institutional governance models. While important, these reforms do not respond to the learning needs of low-performing, high-poverty students. Successful reforms recognize that students are active participants in their own learning and consumers of knowledge. MSU's Office of K-12 Outreach is working with low-performing, high-poverty schools and incorporating interdependent components of the United Kingdom's (U.K.) highly successful reform strategies in Michigan schools. Using the framework in Figure 1, we offer expertise and customized support in building capacity for student learning. Elements of this approach include:

Student Responsibility for Their Own Learning and Data

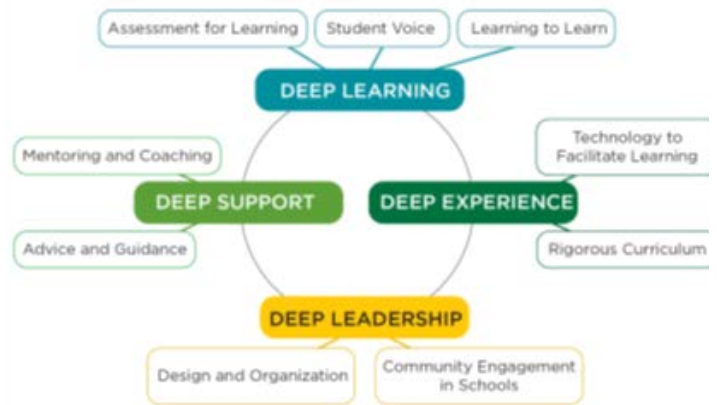
- In the U.K., the student is viewed as the consumer of education, and individual student learning needs are the focus of both adults and students in the system.
- The U.K. incorporates student data into daily practice. Students know their own data and learn to monitor, evaluate, and reflect on improving their own learning.
- We assist educators in transforming student learning conditions through developing a deeper understanding of data analysis and assessments to determine individual student learning needs.

Support through Mentoring and Coaching

- U.K. schools understand that students and their families need a web of support through mentoring, advice, and guidance to successfully navigate the educational system.
- Recognizing that educator capacity is a crucial indicator of quality, we are developing active supports for educators so that they may effectively mentor and coach their students to be on track for graduation and careers.

BUILDING CAPACITY FOR STUDENT LEARNING

Based on work of SSAT (UK)



Student Engagement and Experience through a Rigorous Curriculum

- In the Detroit area, 35.2% of students are chronically absent in part due to disengagement from school. In addition, Michigan's graduation rate is 77%, which is low when compared to other states. Making learning engaging requires structuring the curriculum so that students have ownership of their learning.
- In the U.K., core academic standards are delivered through projects, new technologies, and activities that are rigorous, yet student-led and self-directed.
- We are working to integrate student voice and aspiration initiatives into supported learning experiences.

Leadership

- Research indicates that successful U.K. leaders are relentless, have a clear vision for student success, are driven by a strong moral purpose, make student-centered (not adult-centered) decisions, and serve as system leaders.
- We develop and support leaders who build district and school-wide capacity for student learning, engage the community, and leverage resources from private and social sectors.

Next Steps

As a result of deliberate efforts to build capacity for student learning, schools in London's most impoverished neighborhood, Tower Hamlets, are making significant academic strides and improving more rapidly than the rest of London and the U.K. Based on the success of this model, K-12 Outreach is adapting key elements from the U.K.'s student-focused strategies to change the culture in Michigan schools.

Program Spotlight: Tackling Adolescent Reading with the Adolescent Critical Reading Intervention

Why ACRI?

“Why I not get this class three year ago?”
(Ruis, Second Language Speaker)

“I’m not afraid to read out loud in class anymore.”
(Beatrice, Learning Disabled)

“I’m actually getting my homework done.”
(Andrew, Regular Education)

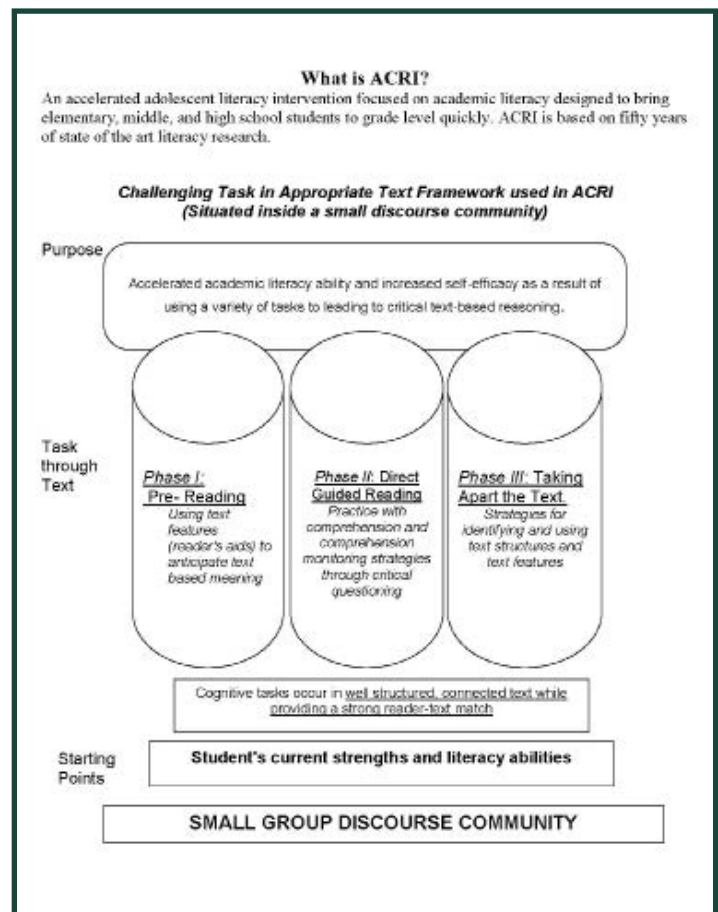
The quotes above were offered by African-American and Latino ninth-graders enrolled in Adolescent Critical Reading Intervention (Formerly AARI) classes. Their incoming abilities ranged from four to ten years below grade level. Upon exiting ACRI after 18 weeks, their proficiencies with nonfiction text had increased to the ninth-grade level. These comments suggest the empowerment adolescents can feel from learning to access academic text after years of lack of success (Turner, 2005).

Literacy is a social justice issue. Too many students do not demonstrate the level of literacy on the National Assessment of Educational Progress (NAEP) either to excel academically or to navigate modern life (Biancarosa & Snow, 2006). Lee and Spradley note, “at proficient levels, the scores show stark differences aligned with race/ethnicity and SES,” (p.2). Clearly, the national problem of inadequate literacy proficiency among adolescents is confounded and exacerbated for today’s urban youth with African American males as a group continuing to score the lowest (NCES, 2007). For struggling adolescent readers, difficulties likely begin early and persist into later grades if intervention is not provided (Snow, Burns, & Griffin, 1998). Many of these adolescents reach middle and high school with literacy skills so inadequate that they are prevented from succeeding in the regular classroom. According to the 2007 NCES Reading Report Card, only 40% of eighth graders and 35% of twelfth graders were reading at or above the level of proficiency necessary to learn from their reading in secondary school.

Dr. Sharon Russell (2005) theorized and subsequently showed that “Under the right conditions, it may be possible for adolescents with very few literacy skills to accelerate their reading progress” (p.8) (Costello &

Russell, 2014). Her ACRI model is a research-based expository reading intervention designed to bring struggling adolescent readers to grade level in non-fiction text in 18-20 weeks. The ACRI instructional framework, texts, and professional development design have proven successful as a complete intervention model.

Russell’s (2005) work with African American and Latino ninth-graders proved that closing the literacy gap for minority teenagers is possible. A subsequent five-year research project in Michigan confirmed that all components of the ACRI intervention model must be in place to aid underserved youth in achieving these outcomes. More pointedly, results from the 2013-14 school year, during which ACRI directly served African American and Latino students in Detroit, indicated significant literacy growth among our most needy students in less than one school year. Providing ACRI to Detroit’s underserved youth can have a major impact on developing literary skills for those most in need.



Project Overview: Comprehensive System for Rapid District Intervention for Flint Community Schools

Project Overview

The Charles Stewart Mott Foundation (CSMF) has been a strong partner with the Flint Community Schools (FCS) and has a long history of supporting the community. During the spring of 2015, CSMF has contracted with MSU's Office of K-12 Outreach, under the leadership of Assistant Dean Dr. Barbara Markle, to provide direct technical data assistance and executive administrative coaching to build organizational capacity in the central office of the FCS. Two CSMF leaders also participated in the MSU-led December 2014 London Study Tour to explore how chronically underperforming, high-poverty urban schools were transformed into high-performing schools. Currently, MSU K-12 Outreach, through a grant from CSMF, is beginning a 24-month intervention working in partnership with the FCS to develop organizational coherence and instructional capacity throughout the district.

Purpose

Instructional program and organizational coherence is needed to make schools healthy places for both adult and student learning. Coherence is determined by the degree of alignment among and between the instructional practices, curriculum, and student assessments that teachers are expected to use and the professional development they are provided. Coherence allows the teacher to focus on student learning. A key component of reforms that successfully build capacity for student learning put the student at the center of the reform. Successful reforms recognize that students are active participants in their own learning and build a common school culture of shared meaning and trust that is centered on the student.

The office of K-12 Outreach is working with the new superintendent of FCS to "move the needle" to rapidly improve teaching and learning in every school. Specifically, MSU K-12 Outreach has been working with all FCS priority schools in building instructional leadership capacity, designing a comprehensive multi-tiered system of support to ensure learning for all students, and providing data support and executive coaching. Project components were developed to align with FCS targeted goals and meet state requirements while having a strong focus on improving student learning.



Flint students on the opening day of school.

Project Components

MSU began the project with four major components designed to simultaneously build capacity and develop coherence in academic curriculum and educational practices in the FCS. These components are based on a 24-month timeline that include an ongoing evaluation process that shows demonstrated, measurable impact. MSU K-12 Outreach has conducted a pre-intervention, district-wide analysis of the current educational landscape in order to strengthen the implementation of the four components.

- 1. Develop a Student Support System.** Component one develops a comprehensive student support system that spans across the students' P-12 experience. This includes a Pre-K and early elementary initiative, grade and building level transition supports, and support for career and college readiness. In addition, MSU K-12 Outreach will implement a comprehensive student development system.
- 2. Strategic Curriculum Support and Alignment.** In component two, MSU K-12 Outreach will develop a district-wide strategy that brings MSU experts into the FCS to work collaboratively with Flint teacher leaders to provide high-quality professional development support and content exper-

tise in four curriculum content areas: language arts, social studies, mathematics, and science. Professional development will be strategically aligned with student academic achievement and designed to meet student needs.

3. Comprehensive Organizational and Operational Alignment Support – Component three details the system changes needed to foster organizational coherence. This will include structural changes at the central office level and how it can support comprehensive professional development to strengthen leadership capacity throughout the district. Central office alignment is essential to allowing the district to provide services, assess educational impact, reduce operational redundancies, and provide organizational stability around which teachers can organize improvement to their practice. MSU K-12 Outreach will work with central office staff to support schools with curriculum development and alignment. This will include working closely with the FCS curriculum director, content leaders, and building principals.

4. Community School Relations – Component four revitalizes the previous work of the FCS as a pioneer of the community schools movement. Community schools, by definition, “focus on academics, health and social services, youth and community development, and community engagement leading to improved student learning, stronger families, and healthier communities” (Coalition for Community Schools).



Program Spotlight: Fellowship of Instructional Leaders

The Fellowship is designed to broaden and transform leadership within schools while directly addressing each school’s challenges. School leadership teams, comprised of the principal and teacher-leaders, dedicate Saturdays throughout the school year and a week in the summer to work with K-12 Outreach staff to learn practical strategies and approaches for:

1. Leading turnaround and addressing low achievement in their schools, with the goal of improving student achievement;
2. Fostering excellence and leadership within their own teaching staffs;
3. Improving daily classroom instruction and collaboration.

Since 2007, more than 1,600 teachers and principals from across Michigan have participated in the Fellowship of Instructional Leaders program. The Fellowship experience increases the capacity of principals and instructional leaders to improve all aspects of the **instructional core** – content being taught, the knowledge and skills of teachers, and student engagement. The instructional core is part of MSU’s framework of instructional program coherence, shown by research to be a primary characteristic of schools with significant and sustained student achievement.

Using research-based practices, the Fellowship assists leadership teams in diagnosing their own building-level issues and identifying clear and measurable goals. Using a series of protocols and activities, the Fellowship guides leadership teams as they examine their school’s data and programs to ensure that they are focused on key instructional initiatives that improve student achievement. This requires means teams in the use of data to identify, plan, monitor and assess changes in the components of the instructional core.

The Fellowship of Instructional Leaders draws upon the extensive resources of the MSU College of Education, including faculty with state, national, and international expertise in urban education, leadership development, teacher quality and effective instruction, literacy and mathematics instruction, special education and inclusion, educational technology, curriculum alignment, assessment and data analysis, comprehensive school reform, student and family support, and more.



Project Overview: Coaching 101

The purpose of Coaching 101 is to establish a cadre of educational coaches who have strong knowledge, a common language, and skills to promote school improvement across the state of Michigan. The structure of Coaching 101 was originally designed to increase the coherence of support provided to Title I Priority and Focus schools. Coaching 101 trains and empowers educational coaches to interact with teachers and administrators and assist them in identifying and addressing problems of practice resulting in more effective classroom instruction and, ultimately, higher student achievement.

Coaching 101 Foundations is a 4-day training program that provides participants the fundamental knowledge and skills needed by an educational coach. To be considered proficient in these skills, participants take a proctored online assessment on the fifth day of the program. This is a unique feature of Coaching 101 that ensures all coaches graduating from the program have a strong grasp of both theory and skills.

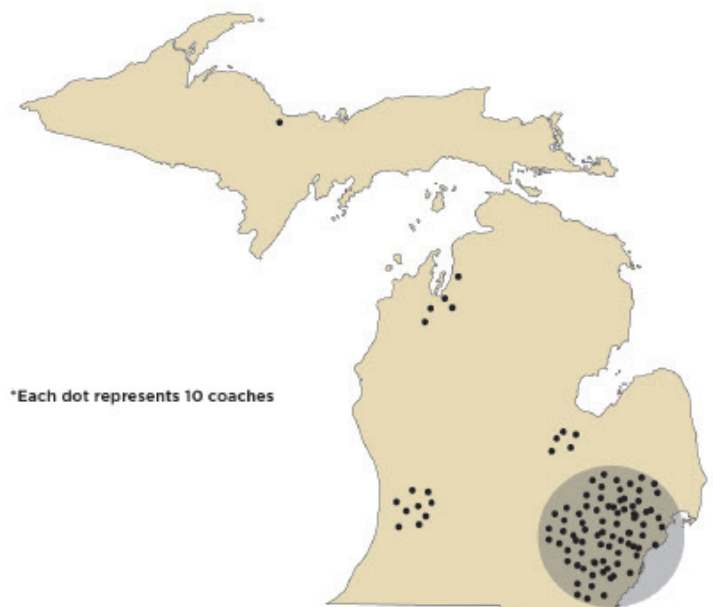
Once proficient, coaches become part of a coaching community and receive ongoing support through regular “Going Deeper” professional development sessions where they get the opportunity to practice their coaching skills with their colleagues, ask questions, and discuss their coaching experiences with peers and the Coaching 101 staff. They also receive ongoing support through a monthly newsletter.

To date, the Office of K-12 Outreach has trained over 1,000 coaches in the 5 years of Coaching 101 and

many more in coaching programs that pre-date the current program.

Although Coaching 101 is a specific program being implemented on behalf of the state’s MI Excel state-wide system of support (SSoS), the principles of effective coaching underpins all our work with districts and schools. All Office of K-12 staff participate in a Coaching 101 program to ensure coherence across all programs and services.

Coaching 101 Coaches Demographics Over 1,000 Coaches 2010-2015



The MSU Office of K-12 Outreach: Expertise and Commitment

The Office of K-12 Outreach has unmatched experience in developing and implementing customized support for schools and districts in Michigan seeking to turnaround their schools and rapidly improve student achievement. We bring a 15-year history of collaboration with the State of Michigan and have played an ongoing and integral part in designing and implementing Michigan’s Statewide System of Support. The Office of K-12 Outreach is committed to helping Michigan schools become exemplary across the nation. We will do this by partnering with districts, community organizations, foundations, and the state to provide support, research, and coaching to schools and districts as they work to improve student achievement.

**For more information, on the Office of K-12 Outreach programs and services,
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