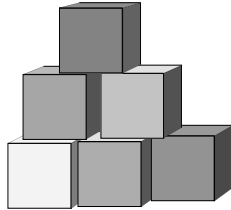# LEADERSHIP TO TURN-AROUND AND TRANSFORM STUDENT LEARNING AND ORGANIZATIONAL PERFORMANCE

Alaska School Leadership Institute
Rural Alaska Principal Preparation Project
Session for New Participants
May 31, 2011
Anchorage, Alaska

Facilitated By
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SESSION NORMS

1. The **LEARNING** belongs to you, and it rests largely with you.
2. Enter into the discussions **ENTHUSIASTICALLY**!!!
3. Give **FREELY** of your experience, but don't dominate the discussion.
4. **CONFINE** your discussions to the task assigned.
5. Say what you **THINK...** be honest!
6. Only **ONE PERSON** should talk at a time... avoid private conversations while someone else is talking...
7. Listen **ATTENTIVELY** to the presentations and discussions.
8. Be **PROMPT** and **REGULAR** in attendance.
9. Follow the **HAND SIGNAL** from the session leader and **MONITOR** discussion time by watching the **TIMER** on the screen.
10. Place your cell phone on **SILENT** or **VIBRATE** to limit distractions.

What We Believe About Learning

Consider this:

We Learn About...

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we both SEE & HEAR

70% of what we DISCUSS with others

80% of what we EXPERIENCE personally

95% of what we TEACH to someone else

Adapted from Eldon Ekwall, 1974

TODAY'S AGENDA

- ✎ **Connect Content and Community**

- ✎ **Effective Collaboration: PLC's – Part I**

- ✎ **Effective Collaboration: PLC's – Part II**

- ✎ **Professional Development and Learning**

- ✎ **PD Strategies and Protocols**

What Is A Learning Community?

…a learning community consists of a group of people who take an ***active, reflective, collaborative, learning-oriented, and growth-promoting*** approach toward the ***mysteries, the problems and perplexities*** of teaching and learning.

Mitchell and Sackney 2001

Give One, Get One

- **On your form, record two examples of** the collaborative work that Professional Learning Communities should be doing.
- **Meet your colleagues from other tables. Give One and Get One from each person you meet.**
- **Continue to share until you have ten different examples.**

Collaboration and Professional Learning Community Purposes

- developing a deeper understanding of academic content,

- supporting the implementation of curricula and instructional initiatives,

- integrating and giving coherence to a school's instructional programs and practices,

- identifying a school wide instructional need

- studying the research on teaching and learning,

- monitoring the impact of instructional initiatives on students,

- examining student work.

Murphy & Lick, 2000

Characteristics of Professional Learning Communities

1. De-privatization of teaching practices

2. Opportunities for reflective dialogue

3. Collective focus on student learning

4. Collaboration across groups

5. Shared norms and values

Drawn from *Building Professional Community in Schools* by Sharon Kruse, Karen Seashore Louis, Anthony Bryk; Issues in Restructuring Schools; Issue report No. 6; Spring 1994

Montview Video Case Study

As you watch the video case study, look for evidence of a professional learning community.

1. **Deprivatization**
2. **Reflective dialogue**
3. **Collective focus on students**
4. **Collaboration across groups**
5. **Shared norms and values**

Structural Conditions of Professional Learning Communities

1. Time to meet and talk

2. Physical proximity

3. Interdependent teaching roles

4. Communication structures

5. Teacher empowerment and school autonomy

Drawn from *Building Professional Community in Schools* by Sharon Kruse, Karen Seashore Louis, Anthony Bryk; Issues in Restructuring Schools; Issue report No. 6; Spring 1994

Social and Human Resource Conditions of Professional Learning Communities

1. Trust and respect

2. Openness to improvement

3. Cognitive skill base

4. Supportive leadership

5. Socialization

Drawn from *Building Professional Community in Schools* by Sharon Kruse, Karen Seashore Louis, Anthony Bryk; Issues in Restructuring Schools; Issue report No. 6; Spring 1994

Attributes of a Professional Learning Community

Professional
- Decision Making
- Refined Distinction Making
- Precise Professional Vocabulary

Learning
- How Do We Get Better – Challenge One Another
- De-Privatization of Practice (Transparency)
- Growing Our Capacity

Community
- Genuine Care about Each Other
- Openness to Each Other and New Ideas
- Welcome and Socialize New Members

Bertani and Bocchino
The College Board
2005 - 2007

Professional Development

Professional development offers you the opportunity to learn new knowledge and skills but does not always guarantee that you will change your practices.

Graffiti Board

1. Place a large piece of chart paper in the center of the table.
2. Everyone at the table has a marker so they can add their own graffiti.
3. In the center of the newsprint, place the words "Professional Development."
4. Participants respond to this prompt:

   What are the characteristics of high quality professional development that improves teaching and learning?

5. All participants write simultaneously for 2- 3 minutes.
6. Participants rotate around the table discussing the responses.

Professional Learning

Professional learning informs the point of view you bring to a dialogue or conversation. It implies speaking powerfully, listening in a committed way, and brings about change in your knowledge, skills and/or attitudes. You do something differently as a result. It is the foundation of innovation and invention.
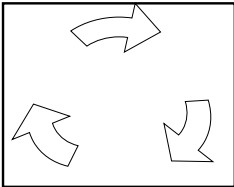
A New Vision for Staff Development

Results-Driven	Standards-Based	Job-Embedded
1. What do students need to know and be able to do?	1. **Content** – What knowledge and skills must educators learn to produce higher levels of learning for all students?	1. Happens during the work day in the workplace.
2. What do educators need to know and be able to do to ensure student success?	2. **Process** – How will learning be organized to support adult acquisition of new knowledge and skills?	2. Designed to support team learning.
3. What professional development will ensure that educators acquire the necessary knowledge and skills?	3. **Context** – How will the organization be structured to support adult learning?	3. Offered to all teachers, all the time
		4. At school, everyone's job is to learn!
		Adapted from *A New Vision for Staff Development*, Sparks and Hirsh, ASCD/NSDC, 1997.

COMPONENTS OF TRAINING

◇ Presentation of theory or method

◇ Modeling

◇ Practice and Low Risk Feedback

◇ Job-Embedded Learning Strategies

Powerful Designs for Professional Learning

Accessing Student Voices	Action Research
Assessment as P.D.	Case Discussions
Classroom Walk-Throughs	Critical Friends Groups
Curriculum Designers	Data Analysis
Immersion in Practice	Journaling
Lesson Study	Mentoring
Peer Coaching	Portfolios for Educators
School Coaching	Shadowing Students
Standards in Practice	Study Groups
Training the Trainer	Tuning Protocols
Visual Dialogue	Under Development

Tools for Schools

Who	Should be involved…
When	Consider frequency and duration…
What And Why	Useful for gathering data; involves information gathering from external sources; helpful in creating PLC's; looks at standards, curriculum, and assessment; focuses on pedagogy; involves looking in classrooms; etc…
How	Facilitator needed… Administrator Support…
Where	In school or out-of-school…
Cost	$, $$, $$$

Tools for Schools

Working with a partner, choose one of the Powerful Professional Development Designs from the items bolded in **RED**. Examine the design using the following lenses:

- ✓ Who
- ✓ When
- ✓ What and Why
- ✓ How
- ✓ Where
- ✓ Cost

Our Learning Session…
… In Review

- ✓ What are the characteristics of collaboration in highly successful professional learning communities?
- ✓ What conditions are necessary to build and sustain highly effective professional learning communities?
- ✓ What is the difference between professional development and professional learning?
- ✓ How can we differentiate professional learning experiences for staff?