

Integrating with Intention: Standards, Assessments, and Educator Evaluation

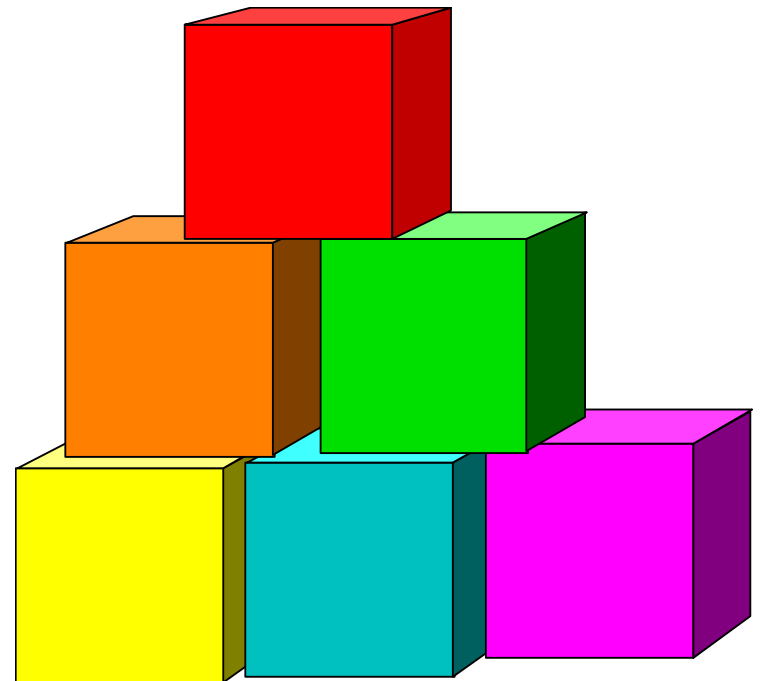
Alaska School Leadership Institute

May 27, 2015

Anchorage, Alaska

Facilitated By

Al Bertani, Senior Design Consultant; Lexie Domaradzki, Consultant; Jacqueline Edmond-Long, Consultant; and Shelby Skaanes, Consultant



Welcome to ASLI 2015



Kelly Tonsmiere
Director
ASDN

RAPPS

Rural Alaska Principal Preparation and Support



BUILDING ON THE PAST



DESIGN TEAM

**Kelly Tonsmiere, Director
Alaska Staff Development Network**

**Kathy Blanc, Program Manager
Alaska Staff Development Network**

Lexie Domaradzki , Consultant

Jacqueline Edmond-Long, Consultant

Shelby Skaanes, Consultant

Al Bertani, Senior Design Consultant

Design Process

- ✓ **Review of Evaluation Summary from ASLI 2014**
- ✓ **Consultation with District Leadership Reps.**
- ✓ **RAPPS Management Team Input**
- ✓ **Design Team Planning Meetings for Coordination**



↪ Please Raise Your Hand If You Are a Returning Attendee to the Alaska School Leadership Institute

↪ Please Stand-Up If You Are a New Attendee to the Alaska School Leadership Institute

What I want to learn...

- ◆ How to do my job better...
- ◆ Useful nuggets for leading...
- ◆ Leadership skills and strategies...
- ◆ Implementing with intention...
- ◆ Anything – I'm brand new to my job!

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 – Finish the sentence you are speaking not the paragraph you are thinking.
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

WATERIALS

Folder – Left Pocket

- ▶ Agenda – White Paper
- ▶ Home Groups – Goldenrod Paper
- ▶ Learning Groups – Blue Paper
- ▶ Attendee List – Green Paper
- ▶ University Credit – Pink Sheet
- ▶ Plenary Materials – Yellow Sheets

Folder – Left Pocket

- ▶ Lab 1 – Educator Evaluation
- ▶ Lab 2 – English/Language Arts
- ▶ Lab 3 – Mathematics

SCHEDULE

- 7:00-8:00 a.m. Morning Coffee and Collegial Conversation
Alaska Ballroom
- 8:00-9:00 a.m. Opening Plenary Sessions **Alaska Ballroom**
> Leadership Themes Across the Institute
> Critical Friends Conversations
- 9:00-10:30 a.m. Learning Lab 1 – **Alaska Ballroom**
Learning Lab 2 – **Dillingham/Katmai**
Learning Lab 3 – **King Salmon/Illiamna**
- 10:30-10:45 a.m. BREAK
- 10:45-12:00 p.m. School & District Team Time (Separately)
Alaska Ballroom
- 12:00-1:00 p.m. LUNCH
- 1:00 – 2:30 p.m. Learning Lab 1 – **Alaska Ballroom**
Learning Lab 2 – **Dillingham/Katmai**
Learning Lab 3 – **King Salmon/Illiamna**
- 2:30 – 2:45 p.m. BREAK
- 2:45 - 4:00 p.m. School and District Team Time (Jointly)
Alaska Ballroom

Plenary Theme

Building Leadership Capacity

What Is Uplifting Leadership?

Uplifting Leadership demands consistency between:

- What you lead...
- Why you lead...
- How you lead...

Hargreaves and Boyle 2015

Leadership Models

VIDEO CLIP

40 SPEECHES ABOUT LEADERSHIP
IN THE MOVIES

YOU TUBE

<https://www.youtube.com/watch?v=mQerL6YmxR8>

BUILDING LEADERSHIP CAPACITY AS AN UPLIFTING LEADER

What You Lead...	Why You Lead...	How You Lead...
SEE PLENARY SESSION HANDOUT PAGE 3		

What Is Uplifting Leadership?

- Uplifting Leadership demands consistency – The ends and the means are inseparable.
- Uplifting Leadership raises the spirits, hopes, and performance of professional and other adults in the community.
- Uplifting leadership is a journey – a narrative quest to be part of something that is greater than themselves.

Hargreaves and Boyle 2015

UPLIFTING LEADERSHIP FRAMEWORK

Hargreaves and Boyle; ASCD Educational Leadership; February 2015

Inspiring Dream	Learn from Others	Work with Competitors
Good Data and Good Judgment	Pushing and Pulling People Into Change	Short Term Success and Long-Term Sustainability

SEE PLENARY SESSION HANDOUT PAGE 4

**How Can You
Become More of
An
Uplifting
Leader?**

CRITICAL FRIENDS CONVERSATIONS

- ✓ Each day begins with a critical friends conversation (Begin Wednesday Morning)
- ✓ Table groups divide into quartets – mix returning and new
- ✓ Returning attendees will organize/serve as time keepers
- ✓ Use The Consultancy Protocol for conversations
- ✓ Each member will have an opportunity to discuss a specific challenge one day during the week
- ✓ Members serve as Critical Friends for one another

THE CONSULTANCY PROTOCOL

- | | | |
|---------------|---|--|
| Step 1 | Description of Challenge, Problem, Dilemma
<i>(5 minutes)</i> | |
| Step 2 | Clarifying Questions
<i>(3 minutes)</i> | |
| Step 3 | Discuss and Recommend
<i>(15 minutes)</i> | |
| Step 4 | Presenter Reflection
<i>(5 minutes)</i> | SEE PLENARY SESSION
HANDOUT PAGES 1 & 2 |

THE CONSULTANCY PROTOCOL

- Step 1 Description of Challenge (5 minutes)
- Overview of Challenge
 - Frames a Question for the Group to Consider
 - Presents Evidence as Appropriate

THE CONSULTANCY PROTOCOL

Step 2

Clarifying Questions (3 minutes)

- Group Asks Questions for Clarification Purposes
- Questions that Have Brief, Factual Answers
- Presenter Responds with Brief, Factual Answers

THE CONSULTANCY PROTOCOL

Step 3

Discuss and Recommend (15 minutes)

- Group Members Talk to One Another about the Challenge Described
- Potential Questions

What did we hear?

What didn't we hear that we think might be relevant?

What assumptions seem to be operating?

What questions does the challenge raise for us?

What do we think about the challenge?

What might we do or try if faced with a similar challenge?

What would we recommend?

- Group Members Make Suggestions serving as Critical Friends
- Presenter Doesn't Speak – Only Listens and Takes Notes

THE CONSULTANCY PROTOCOL

- Step 4 Presenter Reflection (5 minutes)
- Challenge Presenter Reflects on What He/She Heard
 - Challenge Presenter Shares What He/She Is Now Thinking
 - Challenge Presenter Highlights Specific Ideas/ Comments that Resonated

THE CONSULTANCY PROTOCOL

- | | |
|---------------|---|
| Step 1 | Description of Challenge, Problem, Dilemma
<i>(3 minutes)</i> |
| Step 2 | Clarifying Questions
<i>(2 minutes)</i> |
| Step 3 | Discuss and Recommend
<i>(10 minutes)</i> |
| Step 4 | Presenter Reflection
<i>(5 minutes)</i> |

Learning Labs

Institute Content Themes for ASLI 2015

- ◆ **Lab 1 – Educator Evaluation**
Al Bertani
- ◆ **Lab 2 – Alaska’s ELA Standards and Comprehensive Assessment Systems**
Shelby Skaanes
Jacqueline Edmond-Long
- ◆ **Lab 3 – Alaska’s Mathematics Standards and Comprehensive Assessment Systems**
Lexie Domaradzki
Jacqueline Edmond-Long

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