

Integrating with Intention: Standards, Assessments, and Educator Evaluation

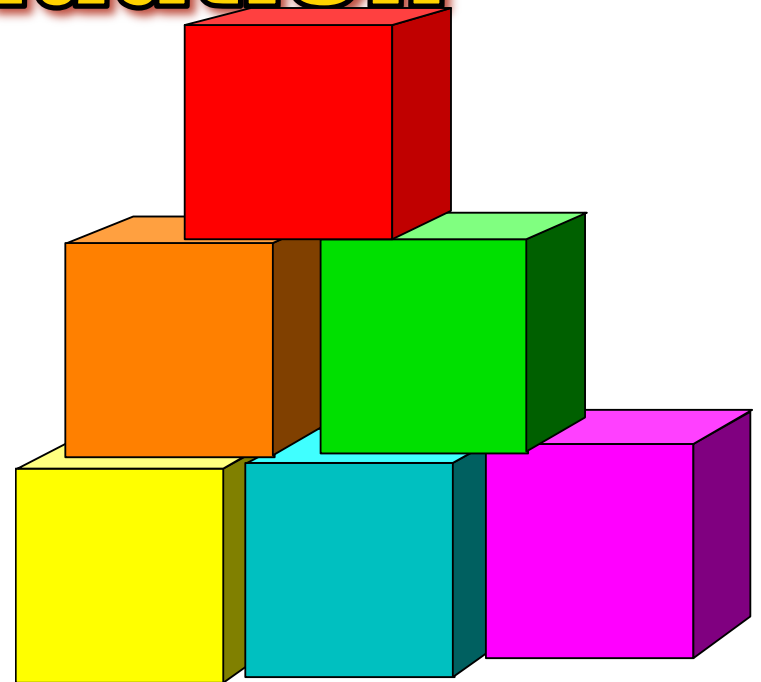
Alaska School Leadership Institute

May 29, 2015

Anchorage, Alaska

Facilitated By

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



Welcome Back to ASLI 2015 Final Day



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

**Plenary
Theme**

Distributive Leadership: Building the Team



LEADERSHIP CAPACITY

“As long as improvement is dependent on a single person or a few people or outside directions and forces, it will fail. Schools, and the people in them, have a tendency to depend too much on a strong principal or other authority for direction and guidance.”

Drawn from Building Leadership Capacity in Schools; Lambert; ASCD; 1998



PURPOSES OF LEADERSHIP TEAMS

- ➔ Broadening the base of leadership in the school
- ➔ Paying attention to the development of professional learning community
- ➔ Modeling leadership for other members of the school community
- ➔ Focusing on improving student learning

Drawn from Leadership Capacity for Lasting School Improvement; Lambert; ASCD; 2003



ROLES OF LEADERSHIP TEAMS

- ➔ Designing professional learning opportunities in the school
- ➔ Establishing inquiry practices in the school
- ➔ Coordinating initiatives to align with school goals and vision
- ➔ Inviting leadership from others
- ➔ Communicating with and among members of the school community
- ➔ Paying attention to the development of leadership skills of members
- ➔ Modeling leadership practices and skills

Drawn from Leadership Capacity for Lasting School Improvement; Lambert; ASCD; 2003



TEN ROLES OF TEACHER LEADERS

Resource Provider	Instructional Specialist
Curriculum Specialist	Classroom Supporter
Learning Facilitator	Mentor
School Leader	Data Coach
Catalyst for Change	Learner

Drawn from Ten Roles for Teacher Leaders; Harrison and Killion; ASCD Educational Leadership; 2007

SEE PLENARY SESSION HANDOUT PAGE 11



LEADERSHIP CAPACITY

VIDEOCLIP ANDY HARGREAVES ON TEACHERS LEADING REFORM

You Tube

[https://www.youtube.com/watch?
v=F8a4QNWMX3E&list=PLayKISQ2QnQdbsrEFRJPO4F0vk9j
AGKIH&index=3](https://www.youtube.com/watch?v=F8a4QNWMX3E&list=PLayKISQ2QnQdbsrEFRJPO4F0vk9jAGKIH&index=3)



LEADING IN CONTEXT

Organizationally, all leaders lead in a context. It could be at the school or site level or the district or central office level. Let's examine ***Distributive Leadership: Building a Team*** at these respective levels:

- ◆ School or site level
- ◆ District or central office level
- ◆ Coaches/EED – Across schools & districts

Assessing Your Leadership Challenges

Assess your leadership challenges

NSDC TOOL

SEE PLENARY SESSION HANDOUT PAGE 9

Leadership challenges come from the internal situation and the external environment. Assess your school and reflect on where your sources of challenge lie.

	SITUATIONAL PRESSURES				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. Our school is well-positioned to be successful in the current environment.	5	4	3	2	1
2. Our school has an excellent reputation in the community.	5	4	3	2	1
3. The structure and behavior of key parent groups is stable and supportive.	5	4	3	2	1
4. Our district's policies are consistent and clear.	5	4	3	2	1
5. Our test scores are good and definitely not declining.	5	4	3	2	1
6. We are not undergoing any major changes that have created concerns or disruptions inside the school.	5	4	3	2	1

Drawn from Tools for Schools; NSDC; August/September 2009

Diagnosing Your District Culture

Diagnosing your district culture

NSDC TOOL

SEE PLENARY SESSION HANDOUT – PAGE 10

Consider the following items. Assess the relationship between the district office and building leadership efforts. Where are your sources of internal support? Where might reaching out to external mentors and coaches be needed?

Use the space provided at the bottom of the form to add any areas specific to your context.

IN MY DISTRICT ...	Always	Sometimes	Never
A high level of trust exists between central office staff and building leadership teams.			
Communication is regular, clear, and focused on school and student success.			
Central office staff view learning about new initiatives and ideas as part of their role.			
Decision making is open and transparent.			

Drawn from Tools for Schools; NSDC; August/September 2009



LEADING IN CONTEXT

- Step 1 Complete the assessment as an individual for your opposite context. School Do District/District Do School
- Step 2 Find another colleague from your district to discuss your respective assessment.
- Step 3 Plan to discuss your school/site and district/central office assessments during your Team Time at 11:00 a.m.

CRITICAL FRIENDS CONVERSATIONS

- ✓ Each day begins with a critical friends conversation (Rehearse Today and Begin Wednesday Morning)
- ✓ Table groups divide into quartets – mix returning and new
- ✓ Facilitators will help organize and 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

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
- 9:15-10:45 a.m. Learning Lab 1C –** **Alaska Ballroom**
Learning Lab 2A – **Dillingham/Katmai**
Learning Lab 3B – **King Salmon/Illiamna**
- 10:45-11:00 a.m. BREAK**
- 11:00-12:00 p.m. School & District Team Time (Jointly)**
Alaska Ballroom
- 12:00-12:45 p.m. LUNCH**
- 12:45–2:15 p.m. Learning Lab 1C –** **Alaska Ballroom**
Learning Lab 2A – **Dillingham/Katmai**
Learning Lab 3B – **King Salmon/Illiamna**
- 2:15 - 3:00 p.m. Closing Session**
Alaska Ballroom

Lunch Remarks

- ◆ **Introduction**
Kelly Tonsmeire
Director - ASDN
- ◆ **Closing Remarks**
Lisa Parady
Executive Director – ACSA

Closing

- ◆ **Institute Closing**
Kelly Tonsmeire, Director - ASDN
- ◆ **Closing Remarks**
Susan McCauley, Director of Teaching and Learning Supports – Alaska EED
- ◆ **Next Steps – Institute Follow-Up**
Kelly Tonsmeire, Director - ASDN
- ◆ **Thank You's and Appreciations**
Design Team
- ◆ **ASLI 2015 Evaluation**
Kelly Tonsmeire, Director - ASDN

Download ASLI Resources or sign up for University Credit

www.rappsproject.org

RAPPs
Rural Alaska Principal Preparation and Support

Welcome Partners Contacts UAA Scholarships Learning Communities Festival of Ideas 2012 Festival of Ideas 2013 ASDN

View or Download 2014 ASLI Materials

Sign Up for 2014 One-Credit Class

2013 ASLI

Welcome

The Rural Alaska Principal Preparation and Support Project (RAPPs) is a comprehensive leadership development program focused on preparation of principals for high-poverty and remote Alaska schools, and support for those who are currently serving in those schools.

The US... near project.

RAPPs provides... high-need rural districts so they could obtain their Type B credential and become principals.

RAPPs offers a complete system of support for aspiring and practicing school leaders including: a distance-delivered, rural-focused cohort within the UAA Educational Leadership Program; mentoring for aspiring principals during their internship with coaches from the Alaska Administrator Coaching Project; and no-cost distance-delivered and face-to-face professional learning opportunities for all staff from the 16

The word 'WEBINARS' is written in a large, stylized, multi-colored font. Each letter is a different color: W (pink), E (orange), B (yellow), I (light green), N (green), A (teal), R (blue), S (purple). The letters are outlined in white and have a slight 3D effect. The text is set against a dark blue background.

WEBINARS

2015-16 Webinars

Fall

Rigorous Reading of Complex Text – Nancy Frey

Using Technology to Teach the New Alaska ELA Standards – Catlin Tucker

RTI for Small Schools – Lexie Domaradzki and Dean Richards

Trauma Informed Schools – Linda Chamberlain

Tough Kids – Karl Schleich

Spring (in development)

Regie Routman (Schoolwide Literacy)

Anita Archer (TBA)

Karen Karp (Math)

Tools for Trauma Informed Schools - Sandra-Lynn Shortall



PROGRAMS

Proposed 2015-16

Conferences and Institutes

Teaching and Learning Support Institute - TBA

RTI Preconference – 1/22

RTI Conference – 1/23-24

Spring Working Conference on Educator
Evaluation - TBA

Alaska School Leadership Institute – 5/23-26

Distance Courses

**Alaska Studies and Multicultural Education +
45 other topics**



Thank You

ASLI Design Team

Susan McCauley, EED

Brad Billings, EED

Karen Melin, EED

Robyn Rehman, UAA

Carol Kane, AACCP



Thank You

**Kelly Tonsmeire, 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

