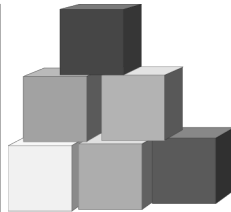



LEADERSHIP TO TURN-AROUND AND TRANSFORM STUDENT LEARNING AND ORGANIZATIONAL PERFORMANCE


Alaska School Leadership Institute
Rural Alaska Principal Preparation Program
Professional Development for Practicing Leaders
May 25 – 29, 2009
Anchorage, Alaska


Facilitated By
Al Bertani, Leadership Development Consultant
Transition Team Leader - Urban Education Institute
University of Chicago




OUTCOMES

 **To promote effective collaboration based on a model of professional learning communities.**

 **To assess individual leadership actions for producing second-order change.**

 **To utilize strategies, protocols, and tools to analyze data at the district and school levels.**

 **To evaluate the alignment between curriculum standards, instructional practices and assessments.**

Institute Purpose

To learn how to lead using the strategies and actions necessary to turn-around and transform student learning and organizational performance.

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

Phases of Community

The Four Phases

- Pseudo Community
- Chaos
- Trust, Listening, Emptying
- True Community



All Systems Predictable

Integration




Ability to Listen

Concerns Drive Attributes

Where Are You From – Place Yourself on the Map



Building Our Temporary System: Who is in the room?

- What kind of school/district do you work in? What is your role? 
- How many years have you worked in the field of education? 
- Where did you grow up? 

Categories










- Materials: None
- Objective: Team-building/Learning about others
- How It Works: In a large open space, invite group to sort according to a certain category. Some examples -- # of siblings, favorite - ice cream, breakfast cereal, sports team, past-time, TV show, etc. When grouped, ask groups to share answers with entire group.



Commonalities

- Materials: None
- Objective: Team-building/Learning about others (Follow-up to Categories)
- How to play: This activity asks group members to find a partner. Allow 1-2 minutes for group to figure out something they have in common that they cannot see or is obvious. After it looks like everyone is done, share a few with entire group. Then invite those groups to double up (group of 4) and repeat same instructions. Then double up to 8 and repeat same instructions. Go until ennui sets in.






EFFECTIVE SCHOOLS CORRELATES

-  Strong instructional leadership
-  Clear-focused mission
-  Safe and orderly environment
-  Climate of high expectations
-  Frequent monitoring of student progress
-  Positive Home/School relations
-  Opportunity to learn and student time on task

Ron Edmunds; Effective Schools for the Urban Poor;
(*Educational Leadership*, October, 1979)

WHAT WORKS IN SCHOOLS

The School-Level Factors

-  **Guaranteed and viable curriculum**
-  **Challenging goals and effective feedback**
-  **Parent and community involvement**
-  **Safe and orderly environment**
-  **Collegiality and professionalism**

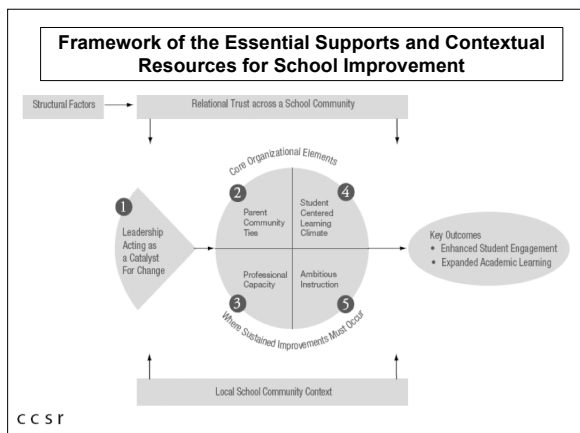
What Works in Schools – Translating Research into Action; Marzano; ASCD; 2003

Essential Supports for Improving Student Learning

1. Leadership Acting as a Catalyst for Change
2. Parent Community Ties
3. Professional Capacity
4. Student-Centered Learning Climate
5. Ambitious Instruction

Contextual Resources = Relational Trust +
Local School Community Context

The Essential Supports for School Improvement; Consortium on Chicago
School Research; University of Chicago; September 2006



Essential Supports for Improving Student Learning

Impact of the Essential Supports

"We found that schools strong in most (three or more) of the essential supports were at least ten times more likely than schools weak in most of the supports to show substantial gains in both reading and mathematics."

The Essential Supports for School Improvement; Consortium on Chicago School Research; University of Chicago; September 2006

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

HOMEWORK ASSIGNMENT FOR MAY 26th
 Individually complete the Principal Instructional Management Rating Scale (PIMRS) by Tuesday morning. Your results will be received post-Institute for reflection and debriefing. Your coaches and technical assistance providers will discuss the results with you.

Use this time to reflect on your practice!
