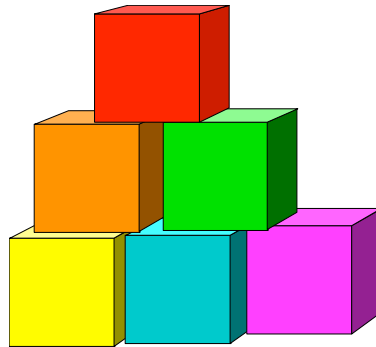


TRANSFORMING LEADERSHIP AND LEARNING

Alaska School Leadership Institute
Rural Alaska Principal Preparation Project
Extra Orientation Session for New Participants
June 1, 2010
Anchorage, Alaska

Facilitated By
Al Bertani, Senior Design Consultant – ASDN
Lexie Domaradzki, Consultant - RMC



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

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

In our school...

Structural Conditions	Currently ...	We could ...
Time to meet and talk		
Physical proximity		
Interdependent teaching roles		
Communication structures		
Teacher empowerment		

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

In our school...

Social and Human Resource Conditions	Currently ...	We could ...
Openness to improvement		
Trust and respect		
Cognitive and skill base		
Supportive leadership		
Socialization		

Need for Collaborative Culture

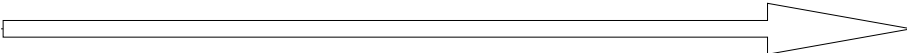
“Throughout our ten-year study, whenever we found an effective school or effective department within a school, without exception that school or department has been a part of a collaborative professional learning community.”

Milbrey McLaughlin

Learning Community Continuum

- **Compelling need**
- **Relationships built**
- **Trust developed**

**Two teachers
learning &
working together**

- 
- **All staff learning and working together**
 - **Vertical teams across grades, departments, or subject areas**



Leading in a Climate of Change

- Tips for Implementation Success
- Ready-Fire-Aim
- “You can’t lead what you don’t know”



Motion Leadership Michael Fullan

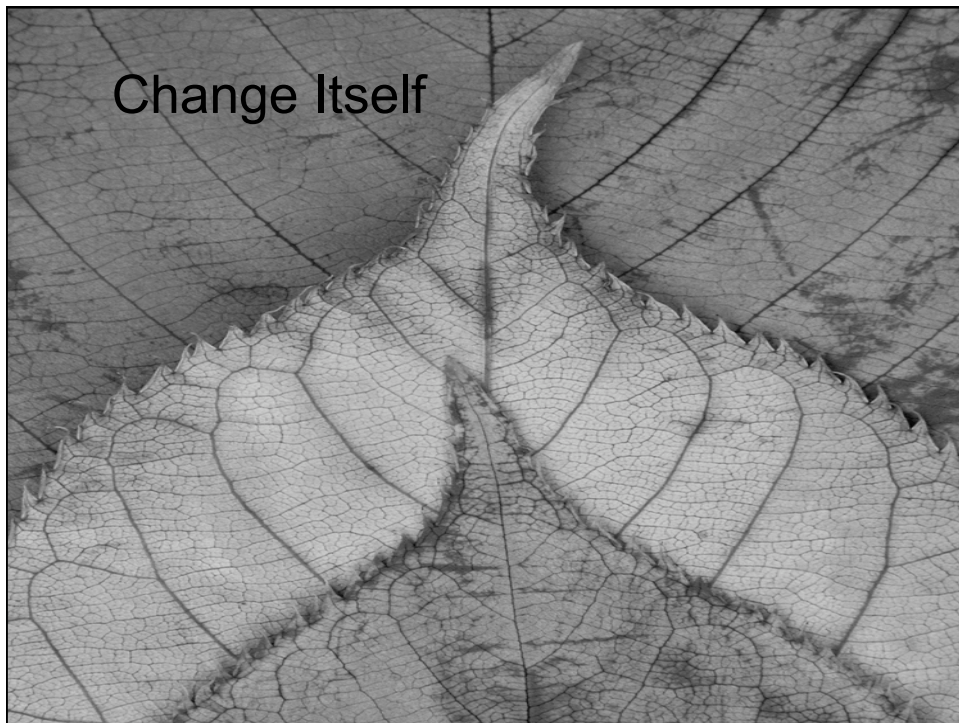
“The skinny is getting at the smallest number of powerful things you should know about getting motion”



Implementation Success

- Regardless of subject, reading, math, etc., the principles of successful implementation are the same

- Inspect what we expect:
 - be sure what we expect is clear
 - be sure staff have the training and support to carry out expectations





Ready-Fire-Aim: 9 Essential Elements

- Relationships first (too fast, too slow)
- Honor the implementation dip
- Behaviors before beliefs
- Communication during implementation is paramount
- Learn about implementation during implementation
- Excitement prior to implementation is fragile
- Take risks and learn
- It is okay to be assertive



1) Relationships first

- Careful entry to the new setting
- Engage in fact finding and joint problem solving
- Forthrightly address people's concerns
- Carefully (rather than rashly) diagnose the situation
- Obtain buy-in for what needs fixing
- Develop a credible plan for making that fix

Herold and Fedor (2008)



Ex: Key Questions for teacher focus groups

- What are you most proud of in using Screening, Diagnostic or Progress Monitoring data?
 - (listen for automaticity in understand results, designing intervention, tailoring instruction directly to students needs)

- What worries you most about using this data?
 - (listen for not understanding what is measured, not valuing the test results, not knowing how to tailor instruction, or too much testing)

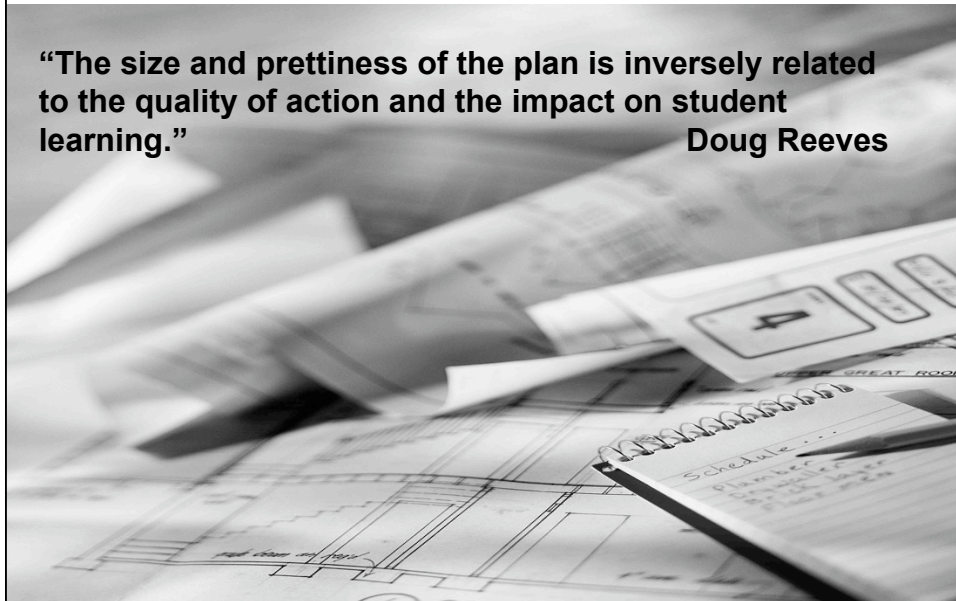
- What help or support would you need to become better at using data to improve achievement and adjust instruction?



Beware of “Fat Plans”

“The size and prettiness of the plan is inversely related to the quality of action and the impact on student learning.”

Doug Reeves





(Ready)-Fire-Aim

- Focus on the right priorities
- Attend to relationships, but get action sooner and treat it as a learning period
- Go light on judgment



One Page Plan



See Example



4) Communication during implementation is paramount

- Communication during implementation is far more important than communication prior to implementation
- Communication in the abstract, in the absence of action, means almost nothing



Communication during implementation . . .

- Ready-(Fire)-Aim
 - The change savvy leader accomplishes several critical things at this stage:
 - Problems get identified through constant two-way communication
 - Information is based on the specific happenings
 - Leaders have multiple opportunities to communicate and refine the vision in relation to concrete implementation
 - Problems get solved, a we-we identity around a common vision gets strengthened, and people come to know the implementation strategy



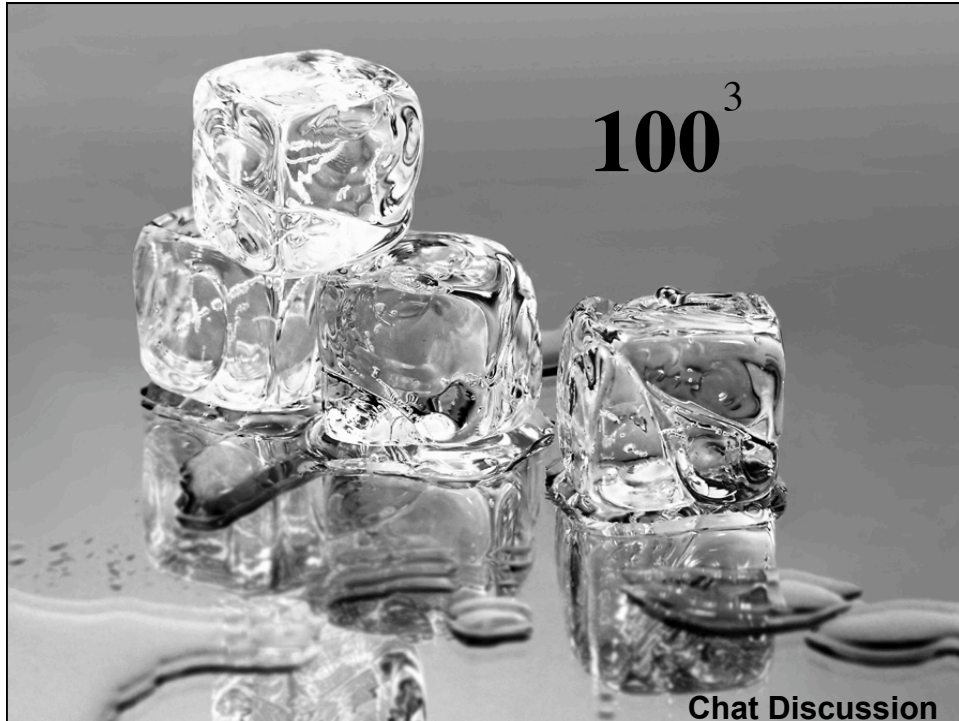
5) Learn by doing . . .

- Learn about the work by doing the work
- One of the most powerful strategies is to find different ways for implementers to learn from other implementers
- RAPPS project provides opportunities to work with others on “common” work



Ready-Fire-(Aim)

- The skinny on risk taking is known by all organizations that are consistently successful, such as Toyota whose leaders embrace the philosophy “we view errors as opportunities for learning” (Liker and Hoseus, 2008).
- Purposeful learning and taking learning risks is embedded in the psyche of successful organizations.



Transparency rules

“Technically, leaders must become more and more what we call *assessment literate*. They must be able to decipher and use data effectively.” M. Fullan

The more the leader becomes assessment literate and the more he or she practices transparency, the better they get at it.



Quote

Those individuals and organizations that are most effective do not experience fewer problems, less stressful situations, and greater fortune, they just deal with them differently.

Fullan