TRANSFORMING LEADERSHIP AND LEARNING

Alaska School Leadership Institute
Rural Alaska Principal Preparation Project
New Attendees Orientation Session
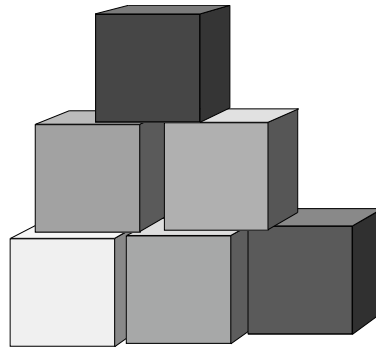May 31, 2010
Anchorage, Alaska

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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

OVERVIEW

Professional Learning Communities

❑ High Performing Groups

❑ Effective Collaboration

❑ Professional Learning Communities

School Turn-Around and Transformation

❑ Leadership to Promote Change

❑ Turn-Around Strategies Framework

❑ Improving Student Learning and Organizational Performance

High Performing Groups

On the blank side of your index card, identify a high performing group that you participated in somewhere along your personal or professional continuum of growth.

Characteristics of High Performing Groups

On the lined side of your index card, detail the characteristics of the high performing group you identified.

We Can Light the Path to
Transformation and Improvement by
Working Together!

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.**

Give One, Get One

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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

Jigsaw Viewing Strategy

Montview School – Aurora, Colorado
Video Case Study

Person 1   De-privatization of Teaching Practices

Person 2   Opportunities for Reflective Dialogue

Person 3   Collective Focus on Student Learning

Person 4   Collaboration across Groups

Person 5   Shared Norms and Values

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**

Advanced Organizer Video Case Study

Characteristics	Notes/Observations
Deprivatization	
Reflective Dialogue	
Collective Focus on Students	
Collaboration across Groups	
Shared Norms and Values	

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**

PLCs Shift School Culture

From		To
Teaching	⇒	Learning
Teacher isolation	⇒	Collaboration
Pass/fail mindset	⇒	Elimination of failure
Compliance	⇒	Commitment
Curriculum overload	⇒	Guaranteed curriculum
General goals	⇒	Specific goals
Static assessment	⇒	Dynamic assessment
Over-the-wall grade promotions	⇒	Flexible structures
Planning to plan	⇒	Planning to improve
Time and staff fixed	⇒	Learning fixed
Learning for most	⇒	Learning for all

W. Hulley & L. Dier, *Harbors of Hope*, 2005, p 108

TURN-AROUND LEADER ACTIONS
School Turn-Arounds - Public Impact 2007

Initial Analysis and Problem Solving	Driving for Results
Influencing Inside and Outside the Organization	Measuring, Reporting, and Improving

TURN-AROUND LEADER ACTIONS
School Turn-Arounds - Public Impact 2007

Initial Analysis and Problem Solving

Collect and Analyze Data	✓ Personally analyze data ✓ Identify high priority issues ✓ Act quickly to address them ✓ Establish routines for on-going data analysis
Make Action Plan Based on Data	✓ Make an action plan ✓ Help everyone see their role ✓ Focus on changing what people do – not worry about impending change

TURN-AROUND LEADER ACTIONS
School Turn-Arounds - Public Impact 2007

Driving for Results

Concentrate on Big, Fast Payoffs in Year One	✓ Concentrate on a limited number of changes ✓ Achieve early, visible results ✓ Success=Motivate Staff; Reduce Resistance
Implement Practices Even If They Require Deviation	✓ Change norms and rules ✓ Deviate from old norms to new rules
Require All Staff to Change	✓ Action plans are mandatory ✓ Change is not optional
Make Necessary Staff Replacements	✓ Senior staff changes likely – build a team ✓ Unwilling or unable staff are encouraged to move-on
Focus on Successful Tactics; Halt Others	✓ Discard tactics that are not working ✓ Invest in tactics that work ✓ Impact critical results with key investments
Do Not Tout Progress as Ultimate Success	✓ Not satisfied with partial success ✓ Report progress - remain focused on goals ✓ When goals are met - Raise the bar

TURN-AROUND LEADER ACTIONS
School Turn-Arounds - Public Impact 2007

Influencing Inside and Outside the Organization

Communicate a Positive Vision	✓ Motivate others inside and outside to contribute to their efforts ✓ Communicate a clear picture of success and the benefits of success
Help Staff Personally Feel Problems	✓ Help staff empathize with those they serve ✓ Walk in the shoes of those they serve ✓ Motivate change by confronting the problems caused by the status quo
Gain Support of Key Influencers	✓ Gain the support of trusted influencers ✓ Enlist these trusted individuals to help influence others that oppose change
Silence Critics with Speedy Success	✓ Use successes to confront others who oppose change ✓ Decreases time spent on "politics" ✓ Increases time spent on leading for results

TURN-AROUND LEADER ACTIONS

School Turn-Arounds - Public Impact 2007

Measuring, Reporting, and Improving

Measure and Report Progress Frequently	✓ Establish systems to measure and report interim results often ✓ Use results to discard failed tactics ✓ Use results to increase successful tactics
Require All Decisions Makers to Share Data and Problem Solve	✓ Be transparent – share results in open-air meetings ✓ Hold staff accountable for results ✓ Create discomfort for those who are not making needed changes ✓ Provide kudos for those that are achieving success ✓ Shift meetings from blaming and excuses to problem solving

TURN-AROUND LEADER ACTIONS

School Turn-Arounds - Public Impact 2007

Initial Analysis and Problem Solving	Driving for Results
Influencing Inside and Outside the Organization	Measuring, Reporting, and Improving

Our Learning Session...
... In Review

- ✓ What was your experience as a member of a high performing group?

- ✓ What are the characteristics of collaboration in highly successful professional learning communities?

- ✓ What does it take to turn-around and transform student learning and organizational performance?

- ✓ What are the research-based strategies to turn-around and transform schools?