

TRANSFORMING LEADERSHIP AND LEARNING

Alaska School Leadership Institute

Rural Alaska Principal Preparation Project

Opening Session

May 31, 2010

Anchorage, Alaska

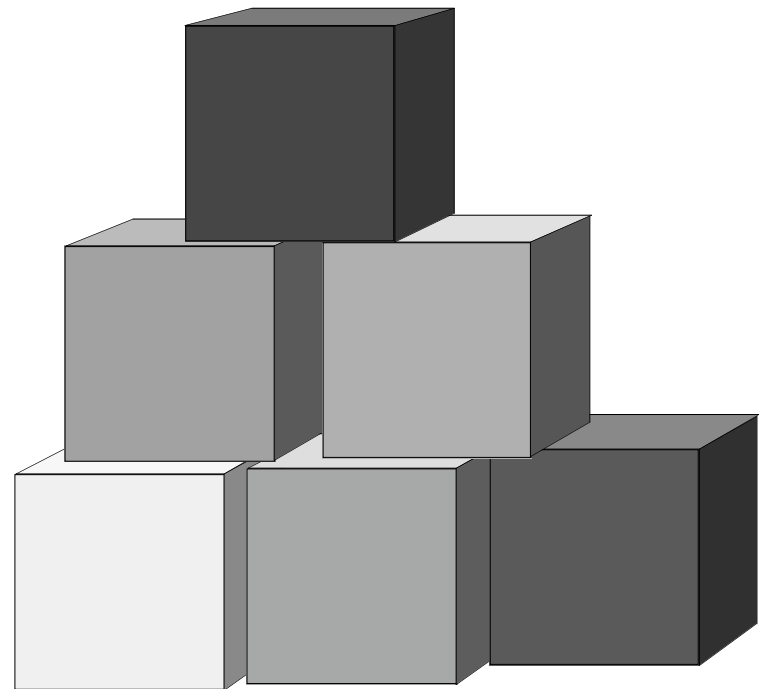
Facilitated By

Kelly Tonsmeire, ASDN and Les Morse, EED

Al Bertani, Lexie Domaradzki,

Deb Farrington, Julia Payne-Lewis, Susan Garton

ASLI Design Team



Where Are You From – Place Yourself on the Map



Building Our Temporary System: Who is in the room?

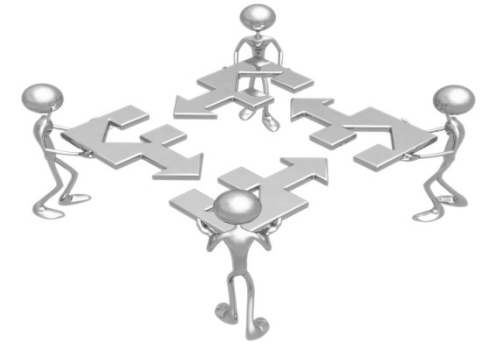
- Identify yourself – New, UAA, Returning
- Look across the room – Returning
Participants should find 1 – 2 Newbies
- Introduce yourselves and talk with your partner(s) about your experiences last year and their expectations for this year

Building Our Temporary System: Who is in the room?

Form a shape around the room following the instructions from your facilitator:

- How many years you have worked in the field of education?
- How many years you have worked in your current role?

Categories



- Materials: None
- Objective: Team/Community Building

Invite participants to sort themselves according to certain categories:

- ✓ Number of siblings...
- ✓ Favorite type of music...
- ✓ Best vacation spot in the US...
- ✓ A location where you would like to vacation...

When grouped, ask groups to share answers.



Commonalities

- Materials: None
 - Objective: Team/Community Building
(Follow-up to Categories)
1. Find a partner.
 2. Take 1-2 minutes to figure out something you have in common that you cannot see or is obvious.
 3. After everyone is done, share a few examples.
 4. Invite partners to double up (group of 4) and repeat same instructions – share a few examples.
 5. Double up to 8 and repeat same instructions share a few examples.
 6. Continue until group runs out of gas...

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

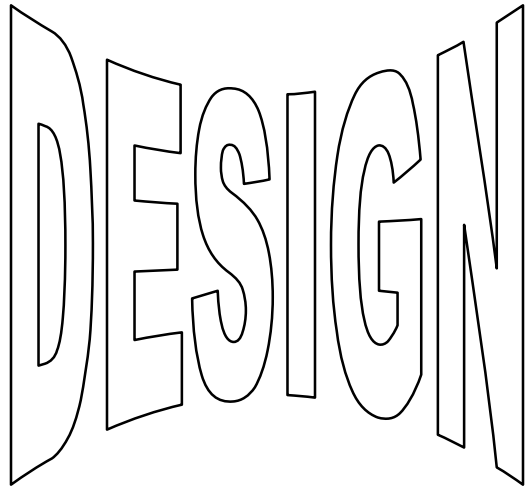
Adapted from Eldon Ekwall, 1974

OUTCOMES

1. To promote effective collaboration using professional learning strategies.
2. To utilize data to drive improvement at the classroom, school, and district level.
3. To develop leadership capacity to have conversations with colleagues about improving student achievement through aligned curriculum, instruction and assessment practices.
4. To share emerging best practices and analyze problems of practice using Alaskan examples.

Institute Purpose

To enhance our leadership knowledge and skills to transform learning experiences for students and staff.



DESIGN

– **Program Coherence and Scope**

– **Program Content and Pacing**

– **Home Group Structure**

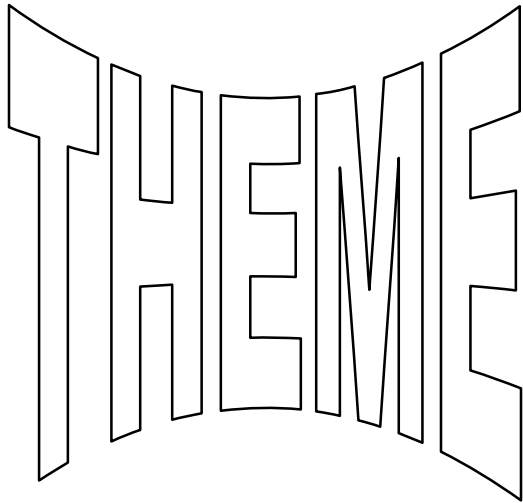
– **Pairings, Small, and Mixed Groups**

– **Critical Friends Conversations**

– **Festival of Ideas Alaskan
Examples**

– **District Team Time – Daily**

– **Special Guest and Feature-**

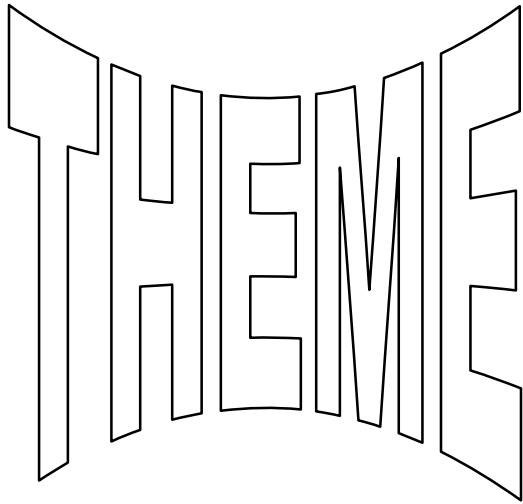


THEME

PROFESSIONAL LEARNING

Al Bertani, Session Leader

- New definition of professional development**
- Characteristics of highly effective professional learning**
- Compelling vision of professional development and learning**
- Transfer and application research on professional learning**
- Job-embedded strategies for professional learning**
- Building differentiated models for professional learning**

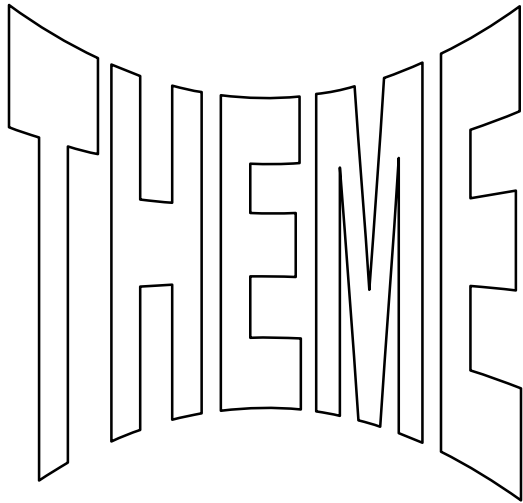


THEME

Using Data to Drive Improvement

Lexie Domaradzki, Session Leader

- Increase skill with using diagnostic measures**
- Increase skill with understanding rate and accuracy issues**
- Continue to build fluency with analyzing AIMSweb data**
- Practice student driven action planning**
- Learn to utilize Data Board displays**
- Learn to utilize Data Briefing System**
- Discuss Implementation Tips for successful leadership with reading systems**

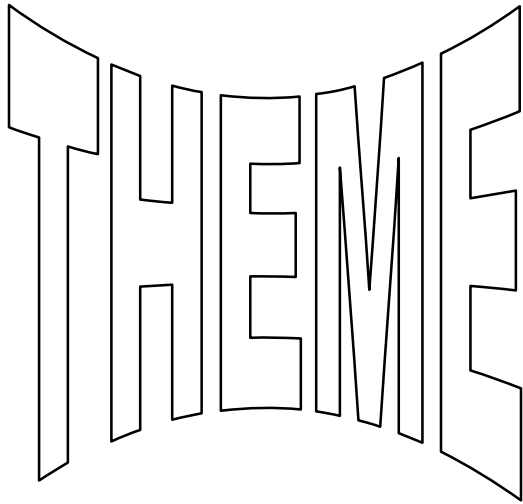


THEME

Aligning Curriculum, Instruction, and Assessment Practices

*Deb Farrington and Julia Payne-Lewis,
Session Leaders*

- Linking assessment to student learning**
- Examining student work**
- Providing formative feedback**
- Engaging students in the assessment process**



THEME

Festival of Ideas

*ASLI Participants and Coaches,
Session Leaders*

Sharing Alaskan Best Practices

- 1. Background of school/district**
- 2. Priorities for improvement**
- 3. Description of best practice**
- 4. Indicators of impact**
- 5. Key supports leading to success**

Reflections on lessons learned

CRITICAL FRIENDS CONVERSATIONS

- ✓ Each morning begins with a critical friends conversation
- ✓ 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 (3 minutes)**
- Step 2 Clarifying Questions (2 minutes)**
- Step 3 Discuss and Recommend (10 minutes)**
- Step 4 Presenter Reflection (5 minutes)**

THE CONSULTANCY PROTOCOL

- Step 1 Description of Challenge (3 minutes)
- Overview of Challenge
 - Frames a Question for the Group to Consider
 - Presents Evidence as Appropriate
- Step 2 Clarifying Questions (2 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 (10 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