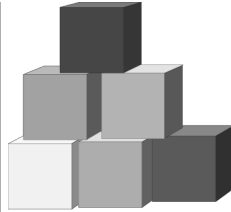


LEADERSHIP TO TURN-AROUND AND TRANSFORM STUDENT LEARNING AND ORGANIZATIONAL PERFORMANCE

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

Facilitated By
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Transition Team Leader - Urban Education Institute
University of Chicago



Graffiti Board

1. Work with your table group to develop your Graffiti Board.
2. In the middle of your chart paper, place the term **Planning Change** as indicated in the model on the screen.
3. Everyone should stand so they can write on the Graffiti Board simultaneously.
4. Respond to the prompt listed below:
What learnings can you identify across the sessions on Turn-Around Actions and Second-Order Change that could help you PLAN CHANGE?
5. All groups will be responding simultaneously for 2- 3 minutes.
6. Participants review the list to discuss pertinent responses.

Graffiti Board



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

 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.

TODAY'S
AGENDA

- ↺ Connect Content and Community
- ↺ Using Strategies, Protocols, and Tools to Analyze Data
- ↺ BREAK
- ↺ Working Session: Analyzing District and School Data
- ↺ LUNCH
- ↺ Aligning State Standards, Instructional Practices, and Assessments
- ↺ BREAK
- ↺ Aligning Curriculum, Instruction, and Assessment – Part I

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HOMEWORK ASSIGNMENT FOR MAY 29th

Review the Instructional Audit Self-Assessment tool individually and with your team. Be prepared to discuss the audit tool categories, the self-assessment process, and pose questions about the use of the Instructional Audit Self-Assessment.

Use this time to reflect on your practice!
