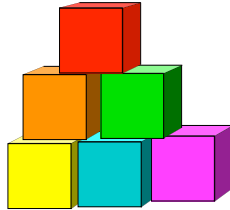


LEADERSHIP TO TURN-AROUND AND TRANSFORM STUDENT LEARNING AND ORGANIZATIONAL PERFORMANCE

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

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



PLC ASSESSMENT TOOL DEBRIEFING

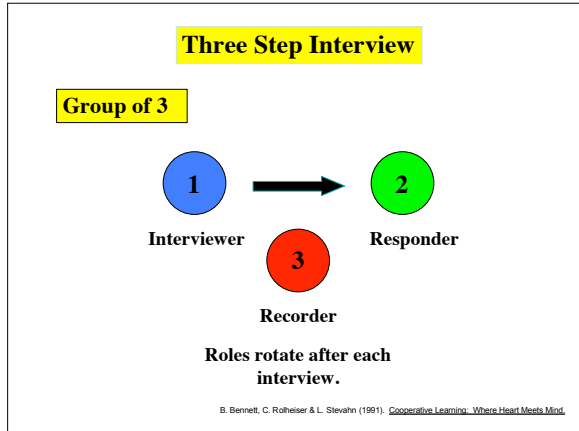
In order to debrief the results of your PLC Assessment, you will need to identify two partners forming a trio or triad. Bring your results, find a working space in the room, and settle in for a discussion. Using the Three-Step-Interview process, discuss and reflect on the results of your analysis.

- What strengths can you build upon given your results?
- What are the areas for improvement given your results?
- What would be your priorities for addressing the results?

THREE-STEP INTERVIEW



Robituer, C., Bower, B., & Stevahn, L. (2000). *The Portfolio Drawing*. Alexandria, VA: ASCD.



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 Crossell, 1974



- 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.



- Connect Content and Community
- How to Turn-Around and Transform Learning – Improvement Framework – NTA Debriefing
- BREAK
- Balanced Leadership Framework: Part I
- LUNCH
- Balanced Leadership Framework: Part II
- BREAK
- Balanced Leadership Framework: Part III

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HOMEWORK ASSIGNMENT FOR MAY 28th
Working with team members complete the Planning Change Diagram introduced during the Balanced Leadership Framework sessions. We urge you to identify a specific initiative to make your practice round as authentic as possible. We will debrief the Planning Change Diagrams on Thursday morning.

Use this time to reflect on your practice!

