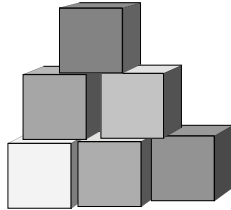# LEADERSHIP TO TURN-AROUND AND TRANSFORM STUDENT LEARNING AND ORGANIZATIONAL PERFORMANCE

Alaska School Leadership Institute
Rural Alaska Principal Preparation Project
Session for New Attendees
May 29, 2012
Anchorage, Alaska

Facilitated By
Al Bertani, Senior Design Consultant
RAPPS Alaska

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

TODAY'S AGENDA

- ✍ **Connect Content and Community**
- ✍ **Effective Collaboration: PLC's**
- ✍ **Professional Development and Learning**
- ✍ **Coherence, Sustainability, Implementation**

Collaboration in Professional Learning Communities

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

Turn and Talk

- **Turn to a partner at your table.**

- **Take the next 3 minutes to talk with** one another about what collaboration looks like in a professional learning community.

- At the appointed time, make a list of similarities you discussed.

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

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**

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

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

Professional Development and Professional Learning

Graffiti Board

1. Place a large piece of chart paper in the center of the table.
2. Everyone at the table has a marker so they can add their own graffiti.
3. In the center of the newsprint, place the words "Professional Development."
4. Participants respond to this prompt:

   What are the characteristics of high quality professional development that improve teaching and learning?

5. All participants write simultaneously for 2- 3 minutes.
6. Participants rotate around the table discussing the responses.

Professional Development

Professional development offers you the opportunity to learn new knowledge and skills but does not always guarantee that you will change your practices.

Professional Learning

Professional learning informs the point of view you bring to a dialogue or conversation. It implies speaking powerfully, listening in a committed way, and brings about change in your knowledge, skills and/or attitudes. You do something differently as a result. It is the foundation of innovation and invention.

A New Vision for Staff Development

Results-Driven	Standards-Based	Job-Embedded
1. What do students need to know and be able to do? 2. What do educators need to know and be able to do to ensure student success? 3. What professional development will ensure that educators acquire the necessary knowledge and skills?	1. **Content** – What knowledge and skills must educators learn to produce higher levels of learning for all students? 2. **Process** – How will learning be organized to support adult acquisition of new knowledge and skills? 3. **Context** – How will the organization be structured to support adult learning?	1. Happens during the work day in the workplace. 2. Designed to support team learning. 3. Offered to all teachers, all the time 4. At school, everyone's job is to learn! Adapted from *A New Vision for Staff Development*, Sparks and Hirsh, ASCD/NSDC, 1997.

COMPONENTS OF TRAINING

◇ Presentation of theory or method

◇ Modeling

◇ Practice and Low Risk Feedback

◇ Job-Embedded Learning Strategies

Relationship Between Levels of Impact and Components of Training

Level of Impact Components of Training	Awareness Plus Concept Understanding	Skill Attainment	Application / Problem Solving
Presentation of Theory	10%	5%	0%
Modeling	30%	20%	0%
Practice and Low Risk Feedback	60%	60%	5%
Job Embedded	95%	95%	95%

Source: Joyce, B. & Showers, B. (2002). Student Achievement through Staff Development; **(3rd ed.). Alexandria, VA: ASCD.**

Powerful Designs for Professional Learning

|	
Accessing Student Voices	Action Research
Assessment as P.D.	Case Discussions
Classroom Walk-Throughs	Critical Friends Groups
Curriculum Designers	Data Analysis
Immersion in Practice	Journaling
Lesson Study	Mentoring
Peer Coaching	Portfolios for Educators
School Coaching	Shadowing Students
Standards in Practice	Study Groups
Training the Trainer	Tuning Protocols
Visual Dialogue	Under Development

Tools for Schools

Who	Should be involved…
When	Consider frequency and duration…
What And Why	Useful for gathering data; involves information gathering from external sources; helpful in creating PLC's; looks at standards, curriculum, and assessment; focuses on pedagogy; involves looking in classrooms; etc…
How	Facilitator needed… Administrator Support…
Where	In school or out-of-school…
Cost	$, $$, $$$

Tools for Schools

Working with a partner, choose one of the Powerful Professional Development Designs. Examine the design using the following lenses:

✓ Who
✓ When
✓ What and Why
✓ How
✓ Where
✓ Cost
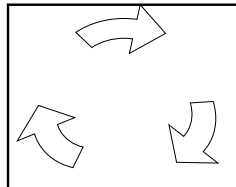
BUILDING COHERENCE

The Problem:

"Too many un-related, un-sustained improvement programs!"

Drawn from *School Instructional Program Coherence: Benefits and Challenges;*
Newmann, Smith, Allensworth, and Bryk;
Consortium on Chicago School Research; 2001

SCHOOL INSTRUCTIONAL PROGRAM COHERENCE

Identify a partner form across the room - read and discuss the short case study – *The Problem: Too Many Un-related, Un-sustained Improvement Programs*. Consider the following:

1. Does the case study describe your school(s)?
2. Does the case study describe your district?
3. Does the case study describe your state?

Drawn from *School Instructional Program Coherence: Benefits and Challenges;*
Newmann, Smith, Allensworth, and Bryk;
Consortium on Chicago School Research; 2001

BUILDING COHERENCE

"Instructional program coherence plays an important role in school improvement."

Drawn from *School Instructional Program Coherence: Benefits and Challenges;*
Newmann, Smith, Allensworth, and Bryk;
Consortium on Chicago School Research; 2001

WHAT IS INSTRUCTIONAL PROGRAM COHERENCE?

1. A common instructional framework guides curriculum, teaching, assessment and learning climate.

2. Staff working conditions support implementation of the framework.

3. The school allocates resources to advance the school's common instructional framework and to avoid diffuse, scattered improvement efforts.

Drawn from *School Instructional Program Coherence: Benefits and Challenges; Newmann, Smith, Allensworth, and Bryk; Consortium on Chicago School Research; 2001*

ENSURING HIGH QUALITY IMPLEMENTATION…

"Persistence and vigilance in implementation makes the difference between success and failure of improvement efforts."

Stanley Chow
Director of Regional Services
WestEd
How to Support Transformation

OBSTACLES VS. MOMENTUM FOR IMPROVEMENT

Organizational Tendencies that Drain Momentum

Reaction	VS.	*Purpose and Focus*
Compliance	VS.	*Engagement and Commitment*
Isolation	VS.	*Collaboration and Professional Learning*

Drawn from Change Leadership – A Practical Guide to Transforming Our Schools; Wagner, Kegan, Lahey, Lemons, Garnier, Helsing, Howell, Rasmussen; Jossey-Bass; 2006

ENSURING HIGH QUALITY IMPLEMENTATION…

"…Following through on
    implementation,
including attending to details, is just as
critical as choosing the right course of
action in the first place."

Stanley Chow
Director of Regional Services
WestEd
How to Support Transformation

THE CHALLENGE OF ENSURING HIGH QUALITY IMPLEMENTATION…

The world will never be perfect because people
are imperfect. But a faulty world creates
countless opportunities for individuals to keep
learning and growing. And people with a strong
sense of social interest will work together to
solve problems out of real concern for each
other, the community, and the environment.

Anonymous

THE IMPLEMENATION IMPERATIVE

1. Read the one-page article – The Implementation Imperative.

2. Highlight or underline the article as follows:

    > The most important sentence in the article.
    > The most important phrase or clause in the article.
    > The most important word in the article.

3. Be prepared to share your reflections with two colleagues.

4. Consider how you could use the article with your team or staff.

UNSUSTAINABILITY

Repetitive Change Syndrome Is

Initiative Overload
+
Change Related Chaos

UNSUSTAINABILITY

➜ Overload

➜ Fragmentation

➜ Incoherence

➜ Frustration

UNSUSTAINABILITY

When you consider the issues of overload, fragmentation, incoherence, frustration, how does your system (school or district) look?

Draw a picture to illustrate the current situation in your school or district as your staff would see it.

Bertani 2011

SUSTAINABILITY

> Sustainability does not simply mean whether something can last. It addresses how particular initiatives can be developed without compromising the development of others in the surrounding environment.
>
> Hargreaves and Fink 2000
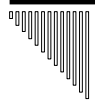
SEVEN PRINCIPLES OF SUSTAINABLE LEADERSHIP

PRINCIPLE	CONCEPT
1. Depth	1. It matters
2. Endurance	2. It lasts
3. Breadth	3. It spreads
4. Justice	4. It does not harm the surrounding environment.
5. Diversity	5. It promotes diversity and cohesion.
6. Resourcefulness	6. It conserves expenditure.
7. Conservation	7. It honors the past in creating the future.
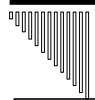
LEADERS WITH ACTION MIND-SETS

Effective leaders display the following…

☑ Strong sense of moral purpose

☑ Understanding of the dynamics of change

☑ Emotional intelligence in building relationships

☑ Commitment to developing & sharing knowledge

☑ Capacity for coherence making

Fullan 2002

Our Learning Session…
… In Review

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

- ✓ What is the difference between professional development and professional learning?

- ✓ How do you build coherence and sustainability into your implementation efforts?