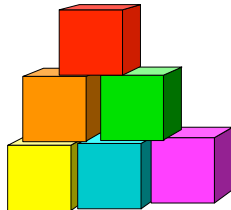


LEADERSHIP TO TURN-AROUND AND TRANSFORM STUDENT LEARNING AND ORGANIZATIONAL PERFORMANCE

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



3 - 2 - 1

3 _____

2 _____

1 _____

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.
11. Be **PROMPT** and **REGULAR** in attendance.
12. Follow the **HAND SIGNAL** from the session leader and **MONITOR** discussion time by watching the **TIMER** on the screen.
13. 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 based on a model of professional learning communities.
2. To assess individual leadership actions for producing second-order change.
3. To utilize strategies, protocols, and tools to analyze data at the district and school levels.
4. 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
- ✧ Effective Collaboration: PLC's – Part I
- ✧ BREAK
- ✧ Effective Collaboration: PLC's – Part II
- ✧ LUNCH
- ✧ Collaboration to Turn-Around and Transform
A Case Study: National Teachers Academy
- ✧ BREAK
- ✧ Introduction of Improvement Framework:
Turn Around and Transform

THE POWER OF TEAMS WORKING **TOGETHER**

As you watch this short video clip, search your memory bank for your experiences as a member of a high performing team...

→ Envision a group in your mind...

→ Think about how they functioned...



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.

Your Research on High Performing Groups

- ☑ Working with your table group, compile your characteristics into one list for your group.
- ☑ Analyze your list following the instructions from your session leader.
- ☑ Be prepared to share your list with other near-by tables.
- ☑ Be prepared to analyze your research in light of your own school or district team.

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

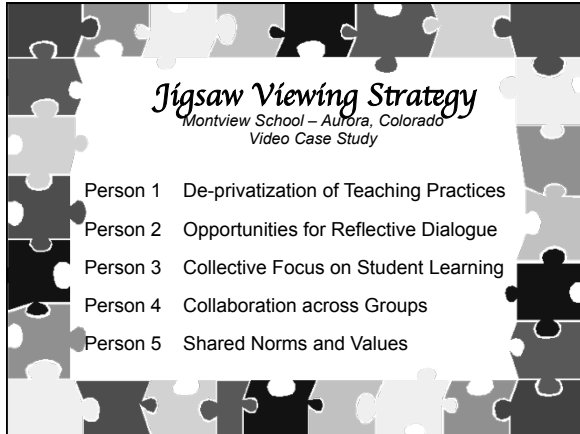
- ♦ developing a deeper understanding of academic content,
- ♦ supporting the implementation of curricula and instructional initiatives,
- ♦ integrating and giving coherence to a school's instructional programs and practices,
- ♦ identifying a school wide instructional need
- ♦ studying the research on teaching and learning,
- ♦ monitoring the impact of instructional initiatives on students,
- ♦ examining student work.

Murphy & Lick, 2000

Characteristics of Professional Learning Communities

1. Shared norms and values
2. Opportunities for reflective dialogue
3. De-privatization of teaching practices
4. Collective focus on student learning
5. Collaboration across groups

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

Advanced Organizer Video Case Study	
Characteristics	Notes/Observations
Deprivatization	
Reflective Dialogue	
Collective Focus on Students	
Collaboration across Groups	
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

In our school...

Structural Conditions	Currently ...	We could ...
Time to meet and talk		
Physical proximity		
Interdependent teaching roles		
Communication structures		
Teacher empowerment		

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

In our school...

Social and Human Resource Conditions	Currently ...	We could ...
Openness to improvement		
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Cognitive and skill base		
Supportive leadership		
Socialization		

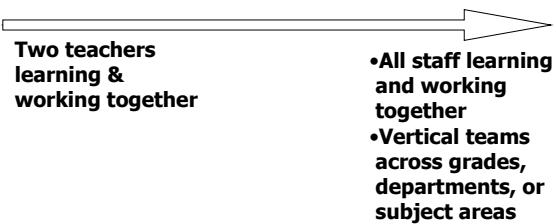
Need for Collaborative Culture

"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."

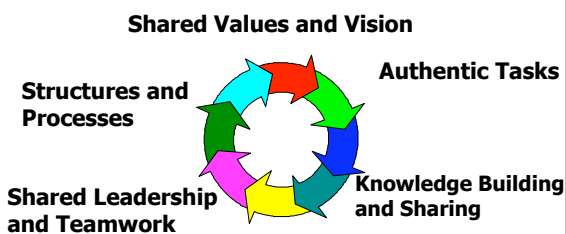
Milbrey McLaughlin

Learning Community Continuum

- ⇒ **Compelling need**
- ⇒ **Relationships built**
- ⇒ **Trust developed**



Strategies for Creating a Professional Learning Community



E.Adam

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

PLC Assessment Tool

There are four levels on the tool:

- 4 **Strongly Agree:** Characteristics are evident and embedded on a school-wide basis.
- 3 **Agree:** Characteristics are in evidence but not consistently across the entire school.
- 2 **Disagree:** Characteristics are in evidence in small pockets across the school.
- 1 **Strongly Disagree:** Characteristics are not in evidence across the school.

Categories for the Tool

1. De-Privatization of Teaching Practices
2. Opportunities for Reflective Dialogue
3. Collective Focus on Student Learning
4. Collaborative Workplaces
5. Shared Norms of Operation & Core Values

Professional Community Assessment
Bertani – August 2006
