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Cohort I & II: Fayette, Raleigh, McDowell Counties

December 2014

Agenda

8:30   Greetings & Review of Agenda

8:40   What New/Young Principals Need to Know

9:00   Walkthrough of ISLLC and ELI

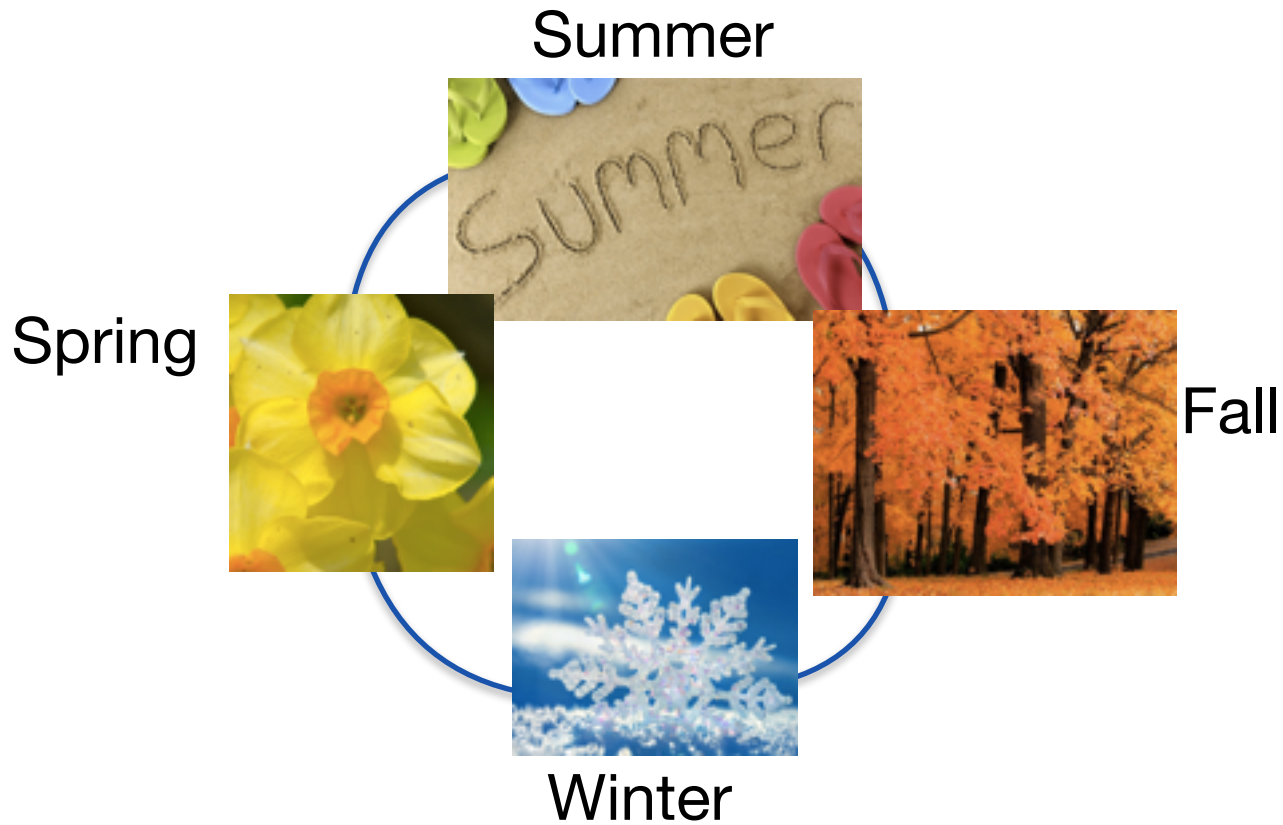9:30   The Principal Story (Group Work)
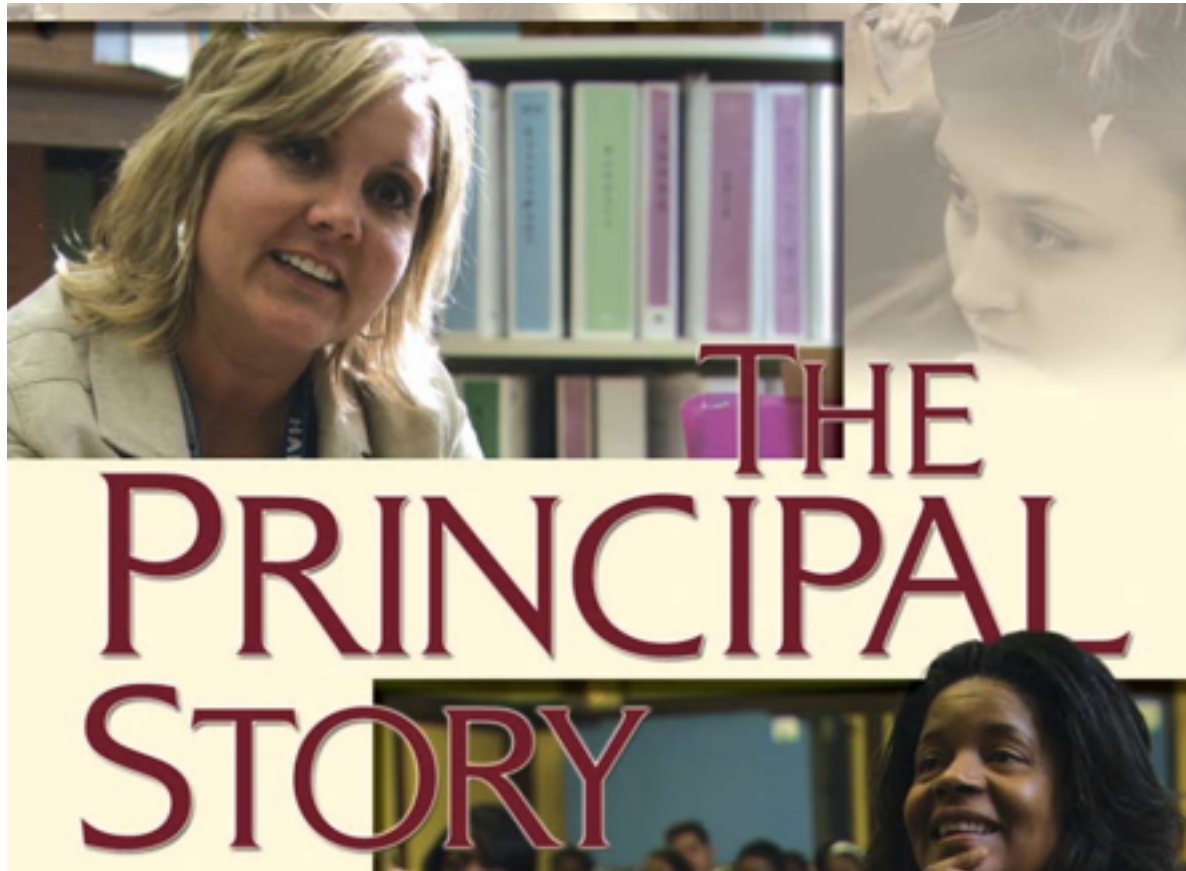
11:30 Lunch

12:15 Change : Making it Happen

3:00   Next Steps

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ISLLC & ELI ~ How they work together

Partner Work

Summer

Spring

Fall

Winter

The Principal Story (cont.)

- Discuss within your winter partner:

  - What does it mean for principals to "lead instructional improvement" in their schools?
  - What examples or results of effectively leading instructional improvement can you share from your own practice/experience?

- Be prepared to share

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Clip One - Watch with Summer Partner

How would you describe the leadership visions articulated by Teresa and Kerry?

How do visionary leaders challenge the status quo? How did Teresa and Kerry support change in their schools? How might different levels of experience affect principals' ability to enact change within their schools?

Clip 2 - Join your Fall partner

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The Principal Story (cont.)

- What actions did Teresa and Kerry take to lead instructional improvement?

- How did Teresa and Kerry support teacher learning?

- What expectations did Teresa and Kerry have for professional development?

- What did you learn as you observed Teresa and Kerry's experiences interacting with teachers?

- How did Teresa and Kerry transfer their school visions into accountable teaching practices to ensure student learning?

The Principal Story (cont.)

Clip 3 - Sit with your Spring partner.

List principal behaviors they observed in the film clip that demonstrated establishing a learning environment.

The Principal Story (cont.)

Clip 4

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The Principal Story (cont.)

Divide your table into two groups.
Half the table group is "Teresa" and the other half "Kerry."

Write on a piece of paper and then share at your table one recommendation for Teresa or Kerry related to holding people accountable.

Stewardship of a Vision

•	How would you describe the leadership visions articulated by Teresa and Kerry?

•	How do visionary leaders challenge the status quo? How did Teresa and Kerry support change in their schools? How might different levels of experience affect principals' abilities to enact change within their schools?

•	What barriers did Teresa and Kerry face in creating and leading a compelling vision for teaching and learning? What connections should there be among a state's vision, a district's vision, and a principal's vision?

Leading Instructional Improvement

• How did Teresa and Kerry support teacher learning? What expectations did they have for professional development?

• How did Teresa and Kerry struggle with balancing management and instructional duties? What did you learn from their experiences? What differences did you notice between the novice and veteran principal?

• What do principals need to know and do in order to lead instructional improvements that promote learning for students from low-income families or different cultural and ethnic backgrounds? What examples did you see in the film clips? What are some effective ways for principals to gain the knowledge and skills to promote learning for all students?

• In the film, these principals are in low-performing schools. What strategies did they use to improve instruction and turn around their schools?

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Creating the Instructional Environment

- How did Teresa and Kerry balance the demands of schools and districts with those of the larger community?

- How do principals work effectively with parents and communities to support student learning in their schools?

- What roles do mentors, principal supervisors, and central office administrators play in developing school communities that are responsive to the learning needs of students from all backgrounds? What data or strategies might help principals or central office administrators assess the effectiveness of instructional environments in their schools?

Holding People Accountable

- Based on what you viewed in the clips, how were principals and teachers held accountable? How were students held accountable? What evidence did you see of the community's role?

- What does good data look like and what questions do they answer? What kinds of data did Kerry, Teresa, and their staffs use? What examples or results of databased decision making did you see? How can districts support principals in using data to guide school change?

- In the clip, the principals and a school superintendent speak about accountability. What are the components of an effective school and district accountability plan? What policies might strengthen school and district accountability?

- What are the next steps your school district must take to implement the best training model to ensure more qualified principals are ready to turnaround underperforming schools? How should principals of underperforming schools be held accountable?

- LUNCH

Change Leadership   Michael Fullan

Our work with schools is based towards purposeful action.

1. Simplexity
2. Motion Leadership
3. Whole System Reform
4. The skinny

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Simplexity

- Identifying a small number of core factors (6 or so) that must be included in your focus (simple part); and realizing the problem is how to make them gel- the chemistry of getting them to play out among individuals and groups (complex part).

Motion Leadership

- The kind of leadership actions that cause 'positive movement' forward in individuals, schools, systems.

Whole System Reform

- Making the entire system the focus - all schools, all students - in clusters, regions, states, countries.

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The Skinny

- Our summary term for the previous 3.

- The answer to 'what's the skinny of change' is the essence of what you need to know how to get success- an essence that can be easily grasped by leaders who apply themselves (and they get better at the skinny through deliberate practice, reflection and learning).

Moral Imperative

My moral imperative is……..

How closely is my moral imperative linked to the moral imperative of my school? our school system?

What evidence do I have that I(we) can (are) making progress on realizing our moral imperative?

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Drivers

a) Might contend with wrong drivers, and
b) Position right drivers within our strategies.

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Choosing the Right/Wrong Drivers:

Four Criteria:

1. Foster intrinsic motivation

2. Engage teachers and students in continuous improvement

3. Inspire collective or teamwork

4. Affect all teachers and students

Right vs. Wrong Drivers

Wrong	Right
Accountability	Capacity Building
Individual Teacher and leadership quality	Collaborative Work
Technology	Pedagogy
Fragmented Strategies	Systemness

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Good Accountability

- Is a function of good data, used as a strategy for improvement.

- Requires no judgement.

- Depends on widespread transparency.

- Produces strong 'internal accountability' which in turn produces strong public accountability.

- Fuses assessment and instruction!

Capacity Building

Focus on the development of individual and collective competencies essential for improvement at school and your county system.

Human vs. Social Capital

- Team work trumps individual work (do both)
- Be careful: focusing on school principal competencies and professional development of teachers is NOT the driver
- 'Learning is the work', not necessarily personnel decisions.

Technology vs Pedagogy

- Technology is seductive
- It outraces pedagogy every time
- It is now 24/7 the roles of student and teacher have flipped.

Fragmented vs. Systemic

- It is a system thing.
- You need inspirational focus, good diagnosis and a coherent plan of action -Mourshed, et al, 2010

Coherence Making

- Alignment is about structures; coherence is about mindsets
- System coherence is about shared mindsets
- A tool is only as good as the mindset using it.

Elements of Coherence

- A small number of ambitious goals
- A focus on instruction and the student achievement agenda
- Continuous capacity building around that agenda
- Cultivation of 'systemness' on the part of all.

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Strategies for Coherence

- Good and bad plans
- Getting the right kind of excitement
- Effective and ineffective communication
- Managing resistance
- Fostering leadership at all levels; learning is the work, reinforced by personnel practices
- Finessing school and district energies: mutual allegiance and collaborative competition
- Learning from implementation during implementation
- Changing the culture of the system
- Handling distractors
- Exploiting policies that are outdated

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Impact of Coherence

- Focus/Consistency

- Sustained attention on improved practice

- Multiple reinforcing energies to get results

- Better performance

- Large numbers of people talk the walk as they walk the talk

Find your summer partner.
Write your answer to the two questions in your packet and when you are both finished turn and talk with one another to share your answers.

School Self Assessment of Drivers

You will have homework for our next session.
Information is in your electronic packet!

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