

Bold Leadership: Moving From Good to Great

JISA Principals' Conference & Retreat
Bold Leadership: Effective Schools
 Ocho Rios, Jamaica
 April 12, 2011

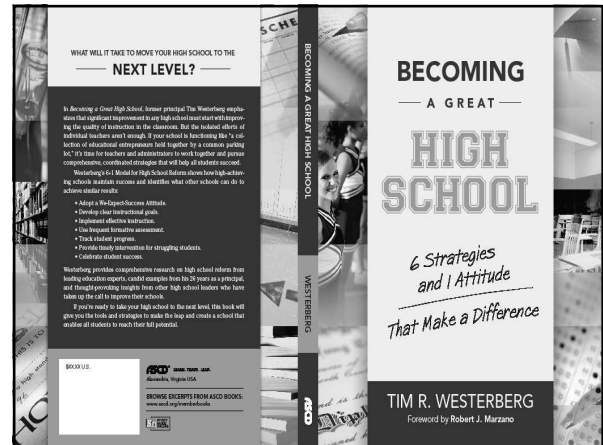


Tim Westerberg Officiating

Session Participants will:

- Gain a basic understanding of the characteristics high-performing schools have in common,
- Consider the viability of a research-informed model for moving a school from good (or wherever) to great, and
- Consider the bold leadership implications of creating and maintaining great schools.

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A "We-Expect-Success" Attitude	A "We-Expect-Success" Attitude	A "We-Expect-Success" Attitude
	From Good to Great 1. Clear instructional goals 2. Effective instruction 3. Frequent formative assessment 4. Tracking progress 5. Timely intervention 6. Celebrating success	
	A "We-Expect-Success" Attitude	

Discussion Questions

1. Do the six strategies form a logical progression/sequence in your view? Do they fit together as a cohesive whole?
2. Does the package reflect your perception of what "good teachers/schools" do?
3. What does a "we-expect-success" attitude look/feel/sound like in schools and in school classrooms?

“...successful organizations mobilize themselves to be ‘*all over*’ the practices that are known to make a difference.”

Michael Fullan. *The Six Secrets of Change* (2008), p. 77.

A “We-Expect-Success” Attitude

From Good to Great

1. Clear instructional goals
2. Effective instruction
3. Frequent formative assessment
4. Tracking progress
5. Timely intervention
6. Celebrating success

A “We-Expect-Success” Attitude

A “We-Expect-Success” Attitude

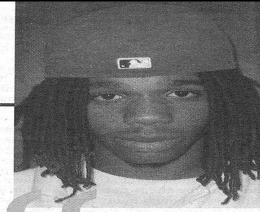
A “We-Expect-Success” Attitude

A “We-Expect-Success” Attitude

All students receive three critical messages at every turn from every adult and from the policies, practices and procedures of the organization:

1. What we’re doing here is important.
2. You can do it!
3. I’m not going to give up on you—even if you give up on yourself.

Jonathan Saphier. “Masters of Motivation.” *On Common Ground*.



I got more serious about school after the storm and mostly because of Ms. Ware and how much she cared. She was on me the whole year to make sure I got my work done and did the things I needed to do to get into college.”

— Urria Feltus
Senior
John McDonogh High School

Effort-Based Learning

- | | |
|-------------------|---------------------|
| ■ Say it | Messages? |
| ■ Model it | Preparation? |
| | Use of Time? |
| ■ Organize for it | Curricular Rigor |
| | Homework Policies? |
| | Grading Systems? |
| ■ Protect it | Interruptions? |
| ■ Reward it | Awards/Recognition? |

Jonathan Saphier

The Elimination
Of
Remedial & General Tracks

College Prep
And
21st Century C & T Programs

**Rockville Centre Public Schools
Southside H.S. (NY)**

- Dismantled its academic tracking program 20 years ago
- Eliminated lower-track classes in M.S
- Expect and encourage all students, and especially minority students, to take rigorous courses, including IB classes
- In 2008 97% of Latino students earned the Regents diploma; 67% advanced distinction (40% statewide). (pp. 2,6)

"Preparing Latino Students for College Success." *Education Update* 51, NO 8 (8/09): pp. 1-2, 6.

At Hidalgo Early College High School in Hidalgo, Texas, No. 97 on our list of Best High Schools, 99.8 percent of the student body is of Hispanic origin. At Hidalgo, 79 percent of students participate in the Advanced Placement program, which is designed to challenge students more than traditional classes and better prepares them for college. Such a high ratio is indicative that Hidalgo students, no matter their background, are primed for success after they receive their diplomas. Whitney High School in Cerritos, Calif., 84.9 percent of the students are of Asian descent. A full 100 percent of students participate in the AP program and students pass 92 percent of their AP tests. "Schools Populated with Minorities Are Among Nation's Best High Schools." Brian Burnsed . *US News & World Report*, 6/8/10.
<http://www.usnews.com/articles/education/high-schools/2010/06/08/schools-populated-with-minorities-are-among-nations-best-high-schools.html>

"This past June, more than 95 percent of the Class of 2010 graduated with college credits. Two-thirds of the graduating seniors had earned at least a full semester of credit for a college degree. *College Success for All* describes how Hidalgo ISD took the early college concept and adopted it as a district-wide strategy: By embedding a college and career culture and focus in everyday activities, from elementary school through middle school and into high school, the school system now motivates and prepares all of its students for success in higher education." <http://www.jff.org/publications/education/college-success-all-how-hidalgo-independ/1144>

"nudge and nag, punch and stroke pedagogy"

Naggers and Nurturers

Questions?

- ✓ Does every adult, policy, practice, and procedure in your school communicate a we-expect-success attitude? Examples?
- ✓ Is every student in your school pursuing a course of study that is preparing him or her for life in the 21st century?

Effort-Based Learning

- Say it Messages?
- Model it Preparation?
- Organize for it Use of Time?
- Protect it Tracking/Ability Gr.?
- Reward it Homework Policies?
- Awards/Recognition?

Jonathan Saphier

“Dylan Wiliam...found that such practices can account for ‘400% speed of learning differences....’ Students whose teachers largely observe such practices can learn, in a single grading period, what those in less effective classrooms require an entire school year to learn.” (p.527)

Mike Schmoker. “What Money Can’t Buy: Powerful, Overlooked Opportunities for Learning.” *Phi Delta Kappan* Vol 90 No 7 (March 2009): pp. 524-527.

“...these elements of good instruction need to be reinforced and clarified regularly and redundantly. Someone in the system should make regular, brief classroom visits to be sure they are being implemented—and then provide feedback to faculties....”

(p. 527) Mike Schmoker. “What Money Can’t Buy: Powerful, Overlooked Opportunities for Learning.” *Phi Delta Kappan* Vol 90 No 7 (March 2009): pp. 524-527.

EDUCATION WEEK

Published: September 20, 2006

What’s a Principal to Do?

When you can’t do it all, what are the highest-leverage activities?

By Kim Marshall

Try this forced-choice exercise: If a principal wants to improve the quality of teaching and learning in his or her school, which *three* of these activities will have the greatest impact?

- Observing and evaluating full lessons, preceded by a preconference with each teacher and followed by a detailed write-up and postconference;
- Systematic walk-throughs of the entire school, focusing on target areas (the quality of student work on bulletin boards, for example); — Peter Lee
- Mini-observations of three to five classrooms every day (five minutes per visit), with face-to-face follow-up conversations with each teacher;
- Quick “drive-by” visits to all classrooms every day to greet students and “manage by walking around”;
- Collecting and checking teachers’ lesson plans every week;
- Requiring teacher teams to submit common curriculum-unit plans in advance, and discussing them with each team; or
- Having teacher teams use interim assessments of student learning to improve instruction and help struggling students.



Monitoring Implementation— Ensuring that Teams of teachers:

- Build shared knowledge about the most essential learning by collaboratively studying state standards, district curriculum guides, state and district assessment instruments, student performance on past assessments, the recommendations of teachers in the next grade level or course, and so on.
- Identify and commit to teach the most essential outcomes or “power standards.”
- Develop a plan to ensure common pacing of the curriculum.

Monitoring...(Continued)

- Create frequent formative assessments to monitor each student's learning.
- Establish a common standard to determine proficiency and establish agreed-upon criteria to be used in assessing the quality of student work.
- Analyze the results from each formative assessment and develop a plan to address areas of concern both for students in general as well as for individual students.

DuFour, Eaker, and DuFour. *On Common Ground*, pp. 228-9.

4 Simple, Yet Powerful, Questions

- What are you trying to accomplish?
- How are your kids doing?
- How do you know?
- What are you doing about it (for those who aren't succeeding)?

Theodore (AL) HS: 2009 NASSP BTS (1600, 75/20/5, 50 % FRL)

"...biweekly departmental data meetings to review schoolwide data, analyze the performance of subgroups as well as individual students, and develop strategies to improve learning....teachers review course objectives, analyze student performance, identify the least-mastered objectives, develop strategies to improve performance, administer common assessments, and analyze test results." (pp. 40,43)

James Rourke & Marlene Hartzman. "Theodore High School: Positive Attitudes." *Principal Leadership* 9, No. 10 (June 2009): pp. 40-43.

"...according to the most recent MetLife Survey of the American Teacher (2009), today's teachers work alone—they spend an average of 93 percent of their time in school working in isolation from their colleagues, and they continue to work alone during their out-of-school hours of preparation and grading. Their day-to-day work is disconnected from the efforts of their colleagues, and their pullout professional development is fragmented and poorly aligned with their students' learning needs." *Learning Teams and the Future of Teaching*

Tom Carroll & Hanna Doerr. *Education Week* 36, Issue 39 (6/28/2010). <http://www.edweek.org/ew/articles/2010/06/28/36carroll.h29.html?tkn=WVCCqI75ML110QNVx%2F5KIP%2F8UsbcmOWaDXdS&cmp=clp-sb-ascd>

Questions

- To what extent is the role played by administrators in your school aligned with what Marshall, DuFour/Eaker/DuFour, and Westerberg describe?
- What is/should be the role of teacher leadership in your school?



"Stop asking me if we're almost there. We're nomads for crying out loud!"

There are two ways to improve results- - redesign your school based on best practices, or get different kids.

“We have a choice. We can simply defend what we have...or create what we need.”

Gary Marx

“We are creating what happens next.”

- Jill Davidson
Coalition of Essential Schools

What happens next?

“Life is not a journey to the grave with the intention of arriving safely in a pretty well preserved body, but rather to skid in broadside, thoroughly used up, totally worn out, and loudly proclaiming- - wow- - what a ride!”

Original Version by Hunter S. Thompson, *Hell's Angels*, 1966

Leadership in today's high schools is not a journey to retirement with the intention of arriving safely, without risk, with all that is now familiar in tact, but rather to skid in broadside, thoroughly used up, totally worn out, and loudly proclaiming- - wow- - we've closed the gap- - what a ride!

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