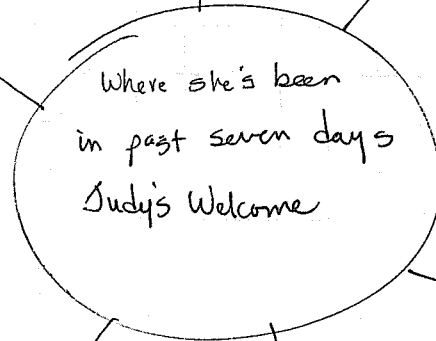


Judy's comments

Reflections:

- 1) Hunger for education to step up ^{to} the plate
- 2) "They" trust you
- 3) Be collaborative
- 4) They have an old picture of what we do
- 5) Be risk takers | move faster
- 6) Be joyful
- 7) Take it in, take it home, bring it back



Business Audience
IA workforce Dev
"Education is their hope"

Day 1

Day 2

State Board's Retreat

Vision: Every student who leaves our ind systems to contribute to economy, society and ethics

Day 3

Interested in compiling credit course

Jr. in H.S.

Day 4

How was your hs experience

WalMart Checker

Day 5

Granddaughter - "what does reading between the lines mean?"

Day 6

Microsoft #

Hs Prin

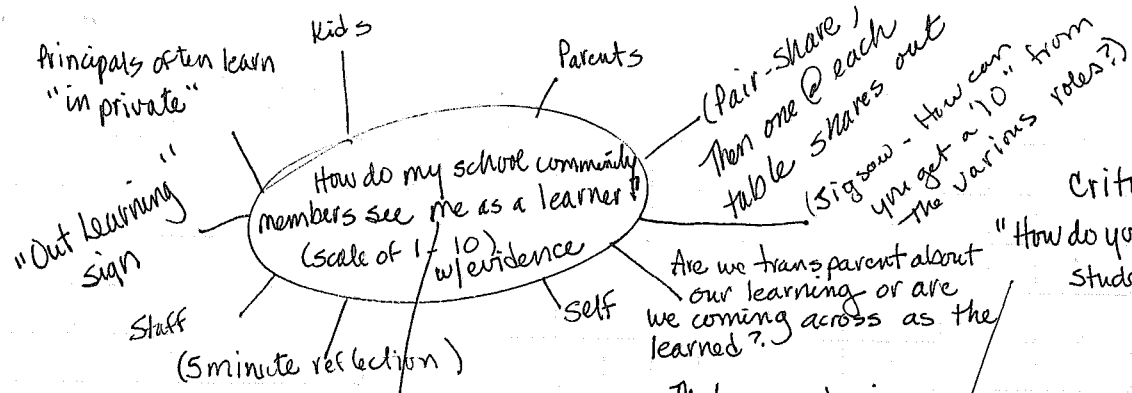
Elem Prin

"Turn Keys?"

Connecting everything for teachers

a plan that will make a difference
lots of innovation
little paperwork

"Great leader in every school - but bring district leadership on board"



Critical Question:

"How do you transform a school culture to one that's hospitable to student learning?"

Mud, Gravel, Silver, Gold

Schools are so very cautious! "Playing not to lose"

Reflecting in practice on practice

I learned something
I learned something valuable
I learned that I will use

when taking risks

Find someone you don't know, who does something different, and is of a different gender when there's a safety net

At-Risk Educator
one who leaves at the end of the day or year w/o the possibility of learning

Roland Barth
The leader AS learner

Interactive:

We must have something to cling to - what's our trellis? → "Learning" - to go off the chart

"Most of us have jobs too small for our spirits" S. Terkel

Work as "calling" not a "job"

1 (Impact on ^{someone's} learning?) → 10
low high

"to what extent does my work get someone off the chart?" 3 weeks ago -

/As much of a risk to stand @ "9" as it is at "1"

Teachers enshrine certain units/folders at which time the learning curve flattens

"What if anything of importance is anyone learning as a consequence of this [policy] procedure [practice]?"
grades, groupings, teacher evaluations

managerial duties
His complaints re: distractions could be transformed to promote someone's learning.

At-Risk Student
"Anyone who leaves school before or after graduation w/ little possibility of continuing learner"

"Learn or we will hurt you" must be changed to "learn or you will hurt yourself"
We have:
An arsenal of punitive measures

Currently kids leave hs w/ only 2% of what they'd need to know

What is good instruction and why should we care

Education is not as "vigorous" as law, medicine, engineering professions

lack of guided practice and supervision as novices

Starting with a clip of a teacher teaching a math lesson (from TIMSS study)

He can look at the "task" - what students are asked to do

Teaching causes learning!

Analogy to medical rounds: Stay in the evidence long enough until there's a pattern that allows a decision

We need to get teachers talking to each other more about the core technology (and in teams to do it)

(Talk only in descriptive voice) - Everyone speaks one before everyone speaks again

You can't get there if you start w/ evaluation

Must still address the benchmark problem
More flexibility because of no st. standards

Low Context

What do schools look like when they operate at a high capacity level?

Our instinct is to be evaluative

Reflection time:

If you ask a question, you have a POV that you're coming from -

If you were a really good student who did everything the teacher wanted you to do, what would you know how to do?

Difference between understanding and fluency

Principals As Agents of Instructional Improvement

What do the teacher's colleagues know about her practice?

Heavy emphasis on procedural knowledge and factual recall (and that's what made kids "smart" in America)

Some tensions w/ Roland's message

Elmore focuses more on mgt side

giving time for people to practice means mgt. skills

Strategy - Schools are incoherent structures for kids - how do we change that?

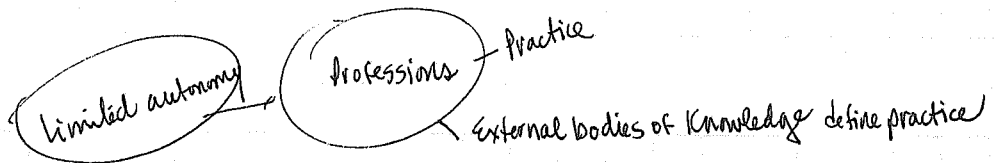
What's the next level of work for this teacher?

Different kinds of responses indicates lack of coherence in the system

feedback to her what you saw - descriptive data

"IRE"

initiate - respond - evaluate
↓ ↓ ↓
(teacher) (student) (teacher)



Individualized, atomized culture of teaching where autonomy equals professionalism

We have a weak culture of teaching and supervision of teaching

By the way we organize classrooms we get variability

Principal job then is to manage teaching

Principals As Agents of Instructional Improvement

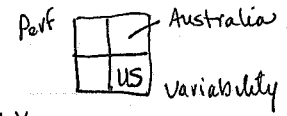
NAEP

- Taking more academic courses has not resulted in ↑ scores
- Regor in teaching lacking
- Std. curr results in basic to below basic performance
- Prop. of HS kids scoring @ proficient or above is going down
- Prop of HS seniors @ prof level in math is 23%

PISA Study

Most recent intl comparison of student performance re: literacy (math, rdng, practical & functional)

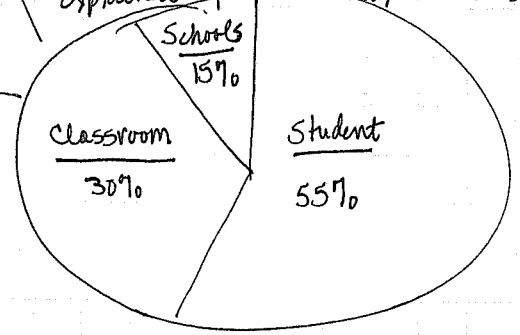
factual recall is considered "basic" on this test
 Are you able to explain tech problems - gets you to level 6



findings - Countries that are highest ~~don't~~ expect high content performance from all kids
 • Content should be fixed and pedagogy should be varied
 • Challenge - high level content for low level students

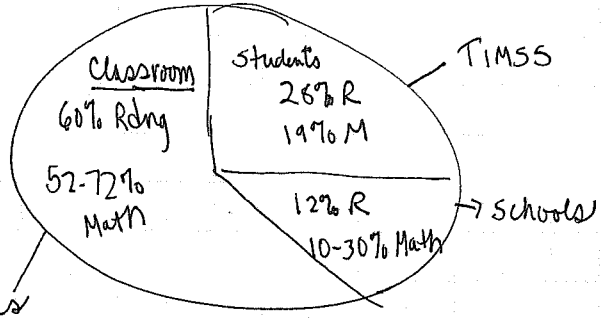
Belief that which school you get matters most - WRONG

Proportion of Variance in Student Ach explained by level - Math - Timss



Which teacher you get matters

Proportion

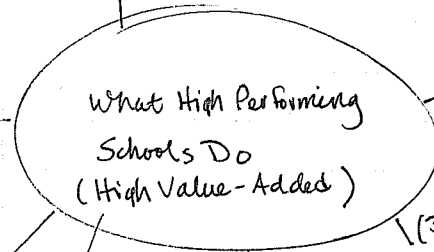


organization of school produces inequality

Performance stds are constant;
(1) Instructional time varies

Don't have to master basic before
having high level

(6) Students do the work



(1) High level content for all students

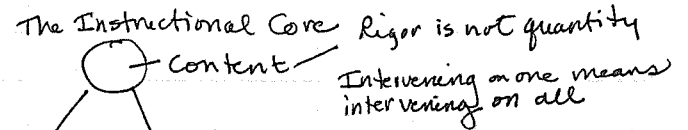
(2) Diagnostic approach to students' prior knowledge

(3) scaffolded instruction

so as not to regress from 5th to 8th, e.g.

(4) frequent formative assessment

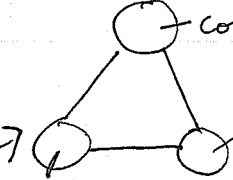
(5) Consistent use of "disciplinary" language
working vocabulary of 60,000 words needed; most kids have 6000



The Instructional Core

Rigor is not quantity

Intervening on one means intervening on all



Student's role in learning (needs to be active, not spectators)

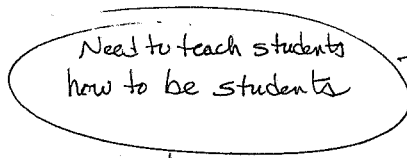
(note block scheduling isn't on it)

Choices about how to improve schools

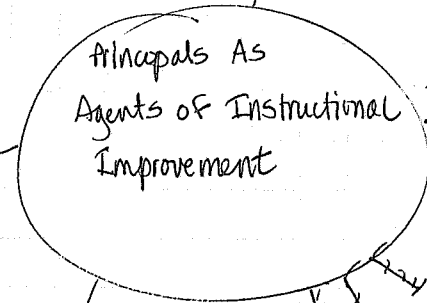
Teacher Knowledge

David Hawkins - "I, Thou, It"

lots of ways for adults, kids to get together - its only teaching if that's content



Right now kids are different people in different classrooms

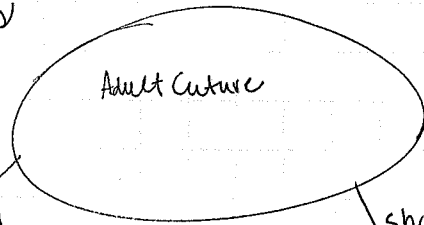


Academic tasks define the real accountability system in your school

IF you can't see it in the core, its not there

The culture is present in the academic tasks students are asked to do

Points of entry for improvement of instruction



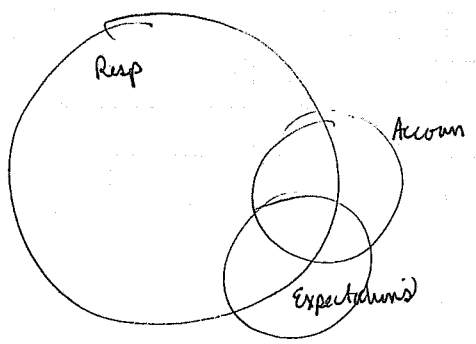
Needs to be coherent every kid knows the ground rules in every classroom

About how students are to participate

Shadow a kid for an entire day

Responsibility - Expectations - Accountability

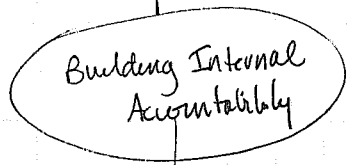
School A - Atomized



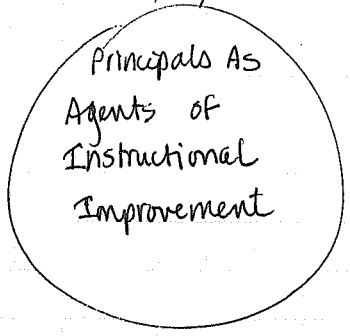
Weak norms of practice
low agency: st. fac don't believe they're responsible for learning

Focus on order
• atomized variable practice
• Resp trumps expec, accountability

When pressed by external account you get even at more atomized organization (some highly atomized schools do have high ach - but they get it w/ social capital)

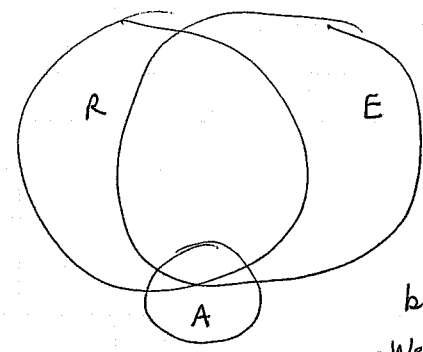


Depersonalize practice



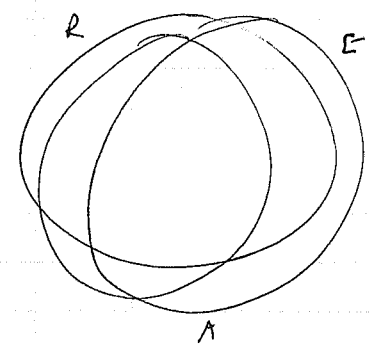
School B

"We work well together"



- Strong community values
- Strong implicit norms of privacy, autonomy
- Expectations created by voluntarism, affiliation
- Weak agreement on accountability

School C: "A Community of Practice"



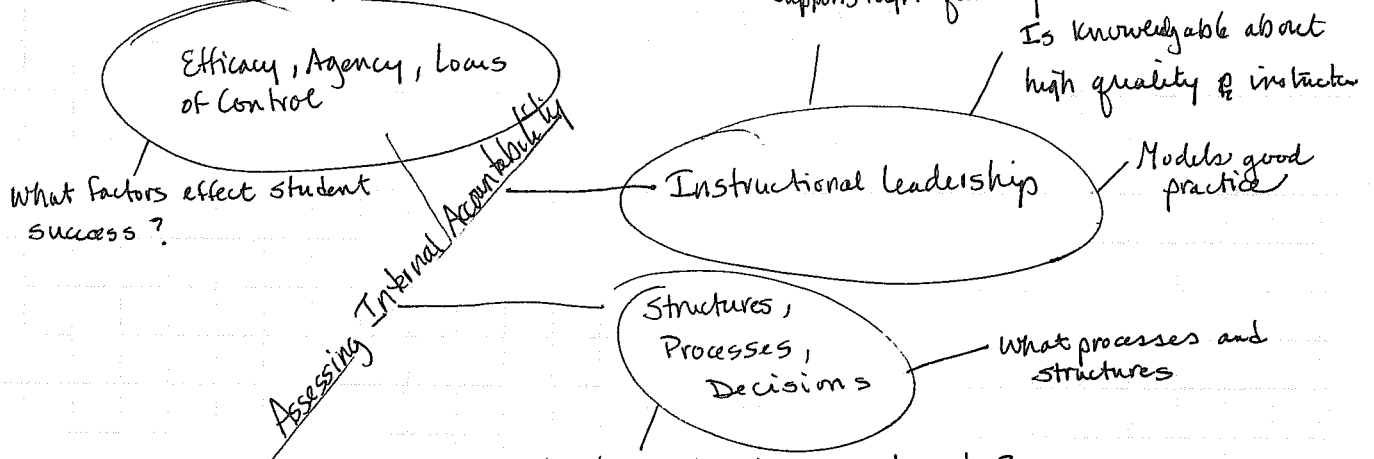
- High alignment
- High transp of practice
- explicit norms
- High Support; focused, individualized
- High agency

Professional Accountability
(Adults know as much about what's going on in school as kids)

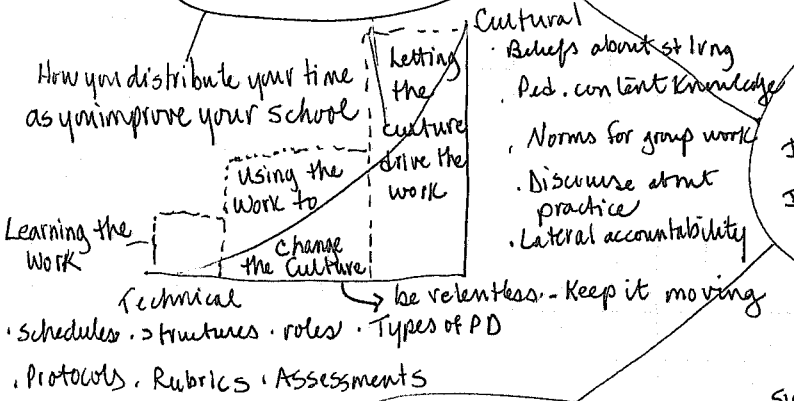
1) Build trust through the work - not build trust first
2) Efficacy
John Carter
Van Meter

From Atomized to Coherent

who is supposed to decide?



The Work of Improvement: from Technical to Cultural



Principals As Agents of Instructional Improvement

Where do important decisions get made?

- 0-5 Zone - We're learning the work
 - 5-10 "ASCD"
 - 10-15 Buddha
- All aspects need to be evident in the leader

Setting the targets for improvement (3 different zones 0-5/5-10/10-15)

Surface your toughest cases when there's a high performing school

In 5-10 zone, you need to build the "connective tissue"

0-5 zone - build or rebuild the org
people won't give you credibility if you can't do the managerial stuff
some leaders misinterpret tech + adaptive work

for people low on agency/ locus of control you have to change their practice to change their beliefs
As people have high efficacy, there's more reciprocity between beliefs and behaviors

Q: If it was coherent - what would we hear, see, feel?

- Fred Brown
- Chris
De Neui

4th grade scores - we don't look bad in math. rdng
Inconsistency of instr practice (good) in lower grades vs instr practice (bad) in higher grades

Q - Correlation to McREL's 21

we can think about 7 things much
"Elevator" speech — time it takes to get from 1st to 5th floor

Q - Alternatives to I-R-E

Balanced literacy; Math Cmn; NYC alt school — BSCS -
Teachers have hard time letting go of control - adults → need for P.D.

Q - Re: Getting teachers to work together

New teachers want to; experienced tchrs don't
Prin must create situations where they do something they can succeed in - then the motivation will come along
When you have successes you have to name them and celebrate them — CLAIM VICTORIES

(Pg 7)

Enthusiasm

"filled w/ God"

Contagious

Grade ourselves on attitude

Change practice first

What you expect to happen will happen

Choose Your Fights Carefully - Is my job worth dying for?

- 1) Does a threat exist?
- 2) Is it worth a fight?
- 3) If I fight can I make a difference
- 4)

So only the most important things →

- If I had 6 months left to live would I change my life
- What makes you think you've got 6 months? -

Pump up your attitude

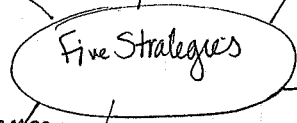
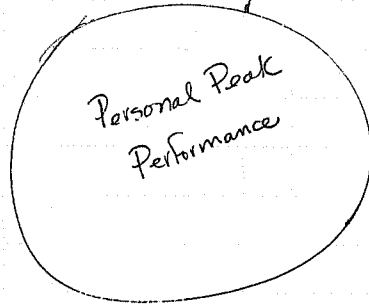
Practice risk taking

Proof

Keep your balance

(p.12)

I'm every 3 out of balance



Eliminate mind binders - check out your first reaction Behavioral Psychology

Reinforce your self-confidence

Strategy

I'm a loser

I'm incompetent

I'm stupid, ugly, can't lead

Can't teach, lead,

Take 30 seconds to lose our strength

we

I like myself - great leader

I'm strong

Say "Stop It - Just Stop It!"

Zimmerman, Friday AM

a little neg thing we tell our selves

Those who lead themselves -

Do 5 things

And one big idea - "

"Give me tomorrow"

