

# Managing Systems or Learning Leader?



**Monday, October 26, 2015 COSA Breakout Session II  
Polly Patrick, School Improvement Coach &  
Kimberly Miles, Principal East Gresham Elementary School**

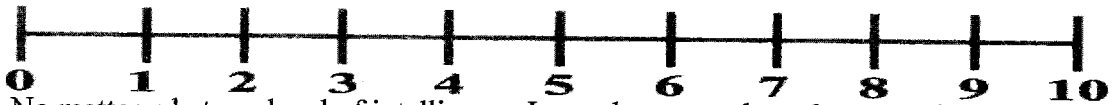
## MINDSET QUESTIONNAIRE

Choose a number from 0-10, with 10 being the highest.

1. When something disappointing happens to me I'm learning to focus on what actions I can take to make things better.



2. I may not have started out naturally successful, but I'm learning that when I apply myself I can consistently learn—improving my weaker areas and enhancing my stronger areas.



3. No matter what my level of intelligence I can always work to change and experience significant improvement.



4. I enjoy the challenge of learning things that are difficult for me.



5. Learning is a priority for me; I always pay close attention to information that can increase my knowledge.



6. I feel most alive when I'm facing challenges.



7. In any activity I like to “play up”—competing with people who are better than I am currently. This is how I improve my game.



8. Two statements often go together for me: “this is hard” and “this is fun”.



9. I actually learn more from my failures than my successes; taking responsibility actually helps me feel stronger.



10. In my work I experiment constantly with what works...and fit new things into my overall plan.



# Practitioners, Leaders, and Researchers

<b>Keating</b>	<b>Fullan</b>	<b>Hattie</b>
<ul style="list-style-type: none"> <li>• Analyze all available student learning data.</li> <li>• Develop a school improvement plan.</li> <li>• Monitor team effectiveness and the guaranteed and viable curriculum by attending team meetings, reviewing the quality of team products, and monitoring team common formative assessment results.</li> <li>• Monitor the effectiveness of plans for additional time, support, and enrichment.</li> <li>• Complete the teacher observation and evaluation cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Vision &amp; Goals—Create and fashion a jointly owned clear framework</li> <li>• Resources—Including embedded to work together.</li> <li>• Exemplary Pedagogy—Focused on what research based strategies work</li> <li>• Data—Diagnostic data personalized to the student and linked explicitly linked to actions to improve learning</li> <li>• Digital Citizenship</li> <li>• Proliferation of Leadership—Building capacity for shared leadership</li> <li>• Unbounded learning—Encourage and provide opportunities for staff and students</li> </ul>	<ul style="list-style-type: none"> <li>• Set goals</li> <li>• Analyzed student data</li> <li>• Used formative assessments</li> <li>• Collaboratively reviewed evidence on good instruction</li> <li>• Used time more productively</li> <li>• Were led by leaders providing instructional leadership and participating in learning</li> </ul>
<p><b>Every School, Every Team, Every Classroom Eaker &amp; Keating 2012</b></p>	<p><b>The Principal Fullan 2014</b></p>	<p><b>Visible Learning Hattie 2009</b></p>

# East Gresham 2015-16

## Comprehensive Achievement Plan

**Our goals are to build a strong school learning culture that will...**

- Invest in teachers by equipping them with the most effective teaching strategies in reading, writing and math to improve and enhance instruction
- Provide high quality targeted on-going professional development
- Develop teachers as leaders to support collaborative decision making
- Commit to equitable student growth and achievement for all of our students
- Value every student by providing for their social, emotional, and instructional needs

<b>1.6 CULTURE</b>	<b>2.2 INSTRUCTION</b>	<b>2.3 PROFESSIONAL DEVELOPMENT</b>
<ul style="list-style-type: none"> <li>● Growth Mindset training for all staff</li> <li>● <i>Engaging Students with Poverty in Mind</i> book study</li> <li>● Improve collaboration through Instructional Data Teams</li> <li>● Ongoing Restorative Justice training for ALL staff</li> <li>● Continue PBIS team school-wide system efforts</li> <li>● Strengthen the SUN after-school program</li> <li>● Initiate Play Works</li> <li>● Enhance Attendance Care Team Routines &amp; Protocols</li> <li>● Provide Upgrades to the building (new paint, bulletin boards, art installation)</li> <li>● Develop more 5<sup>th</sup> grade Leadership Team Activities</li> <li>● Standardized monthly grade level team communication with families</li> <li>● Post school activities and celebration in social media</li> <li>● Send "Got Grit" postcards to parents for students showing perseverance and effort</li> <li>● Establish more parent events and celebrations</li> <li>● Regular Spanish Family Liaison outreach</li> <li>● Support PTSO connections</li> </ul>	<ul style="list-style-type: none"> <li>● Focus on literacy and math priority standards</li> <li>● Align CCSS instruction &amp; assessments within and across grade levels</li> <li>● Increase rigor</li> <li>● Gradual release of responsibility model</li> <li>● Deepen data team process, role of collaboration,</li> <li>● Inform instruction with short-cycle formative assessments</li> <li>● Improve data analysis</li> <li>● Monitor the products of the data team process</li> <li>● Collaborative scoring of student work samples</li> <li>● Engage students in the learning process</li> <li>● Develop 40 min. reading and math intervention blocks in the Master Schedule</li> <li>● Continue RTI - six week cycle to support student growth</li> <li>● Progress monitoring regularly in literacy and math</li> <li>● Use DIBELS, STAR Math and Reading in-program interim / short-cycle assessments</li> <li>● Participation in Early Kindergarten Transition</li> <li>● Create All day Kindergarten</li> <li>● Pilot push in ELD in Kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>● With our partner, HMMH Educational Services, provide PD and coaching in the following areas:</li> <li>● Collaboration</li> <li>● Data Team process</li> <li>● Gradual Release of Responsibility</li> <li>● Growth Mindset</li> <li>● Learning Targets</li> <li>● Success Criteria</li> <li>● Common Formative Assessments</li> <li>● Writing to Learn</li> <li>● Math Review</li> <li>● High yield instructional strategies</li> <li>● Evidence-based practices</li> <li>● Student Engagement Strategies</li> <li>● Rigor</li> <li>● Leadership Trainings</li> <li>● Coaching</li> </ul> <p><b>Other PD provided:</b></p> <ul style="list-style-type: none"> <li>● Systematic ELD three day training for all teachers</li> <li>● Tier I &amp; II ECRI for K-2</li> <li>● Journey's PD- District</li> <li>● STAR Math</li> <li>● Principal weekly 25 min. grade level PD around instruction</li> <li>● 1.0 FTE Instructional Coach on site to support teachers</li> </ul>
<p><b>See DSC1.6, LDR5.4 in Indistar</b></p>	<p><b>See EE2.2, EE2.3, TL4.1, TL4.4 in Indistar</b></p>	<p><b>See EE2.3, LDR5.4, EE2.21, TL4.1, TL4.4 in Indistar</b></p>

## *7 Questions to Ask Yourself*

- 1. Am I investing in myself?**
- 2. Am I genuinely interested in others?**
- 3. Am I grounded as a leader?**
- 4. Am I adding value to my team?**
- 5. Am I staying in my strength zone?**
- 6. Am I adding value to my team?**
- 7. Am I investing my time with my key people?**

adapted from John Maxwell, *Good Leaders Ask Great Questions*, 2014



## Conversations about Learning Culture

<b>Competence</b>	<ul style="list-style-type: none"><li>• How do you know your teachers understand what you want them to know and be able to do?</li><li>• To what extent are the teachers able to identify the effectiveness level of their own work in the classroom?</li><li>• How do you acknowledge growing teacher competency?</li><li>• How do you acknowledge effort?</li></ul>
<b>Confidence</b>	<ul style="list-style-type: none"><li>• How do you give feedback on teacher growth and progress?</li><li>• How do you communicate to your teachers that they are making a difference?</li><li>• When and where do conversations around professional efficacy take place?</li><li>• How do your teachers engage in self-assessment and peer feedback?</li></ul>
<b>Contribution</b>	<ul style="list-style-type: none"><li>• In what ways do you honor the unique abilities and qualities of each teacher?</li><li>• What evidence do you collect that demonstrates that teachers are invested in their work?</li><li>• What opportunities do students have to offer feedback to teachers about their contributions to them or the school community?</li></ul>
<b>Connection</b>	<ul style="list-style-type: none"><li>• How do you promote collaborative learning among teachers?</li><li>• How do teachers see their work connecting to the work of the whole school?</li><li>• What opportunities are available to build community?</li></ul>
<b>Challenge</b>	<ul style="list-style-type: none"><li>• How do you engage teachers in rigorous thinking?</li><li>• How do you hold teachers accountable for their development and learning?</li><li>• What opportunities are available for teachers that support their growth professionally?</li><li>• How do you build the connection between growth and effort for teachers?</li></ul>

Adapted by Polly Patrick from Carol Ann Tomlinson's *Invitations to Learn*.

# Now what?

What is the point?.....	What is my action?.....

## Resources to Consider

Dweck, Carol, Mindset, 2006

DuFour, Richard, and Fullan, Michael Cultures Built to Last, 2013

Greuenert, Steve and Whitaker, Todd, School Culture Rewired, 2015

Halvorson, Heidi, and Higgins, E. Tory, Focus, 2013, Penguin Group, New York, New York

Hattie, John, Visible Learning for Teachers, 2012

Hattie, John, Visible Learning, 2008

Johansen, Bob, Leaders Make the Future, 2012

Johnston, Peter H., Opening Minds, Stenhouse Publishing 2012

Maxwell, John C, Good Leaders Ask Great Questions, 2014.

Tschannen-Moran, Megan, Trust Matters, 2014