

Central Office Leaders Workshop

SURN

December 5, 2017



WILLIAM & MARY

CHARTERED 1693

Learning Intentions

By the end of the session(s), participants will . . .

- Develop a vision of what it means to support principals.
- Understand SURN Principal Academy program components and expectations as goals for impacting teaching and learning.
- Examine the alignment of Profile of a VA Graduate's leadership demands to competencies and skills developed in the SURN Principal Academy and role of central office support.
- Articulate how *Visible Learning* (Hattie, 2009, 2012) research can build the capacity of principals as instructional leaders.
- Understand the relationship between organizational culture, collective teacher efficacy, principal support, and collaboration as direct and visible impacts on learning.
- Increase knowledge of high-yield instructional strategies for student engagement and how to increase use across all classrooms.
- Consider your own work practices and reflect on how to develop a learning-focused partnership with principals.
- Assess and determine strengths and next steps in supporting principals as instructional leaders in their divisions.

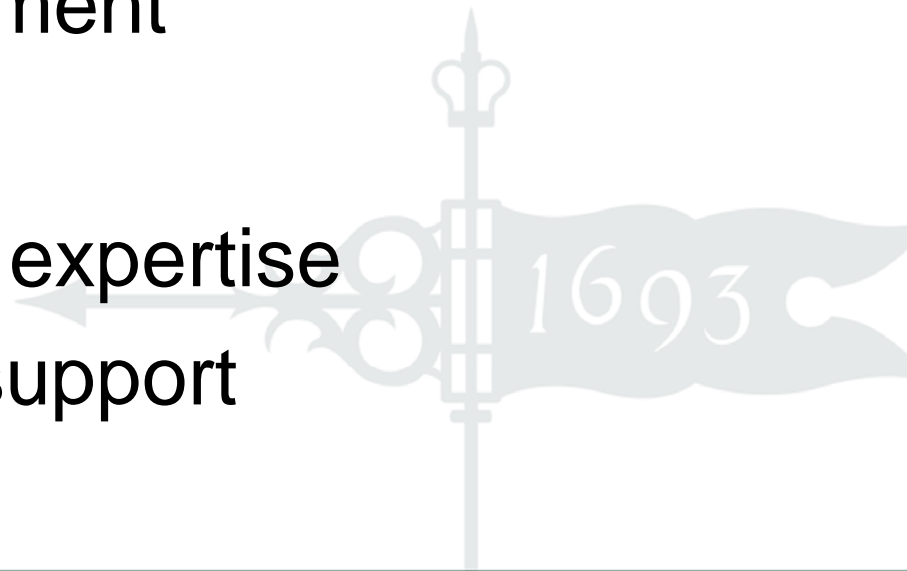
Who's in the room?

Please share

- Name
- Position
- Division
- Biggest challenge in principal support

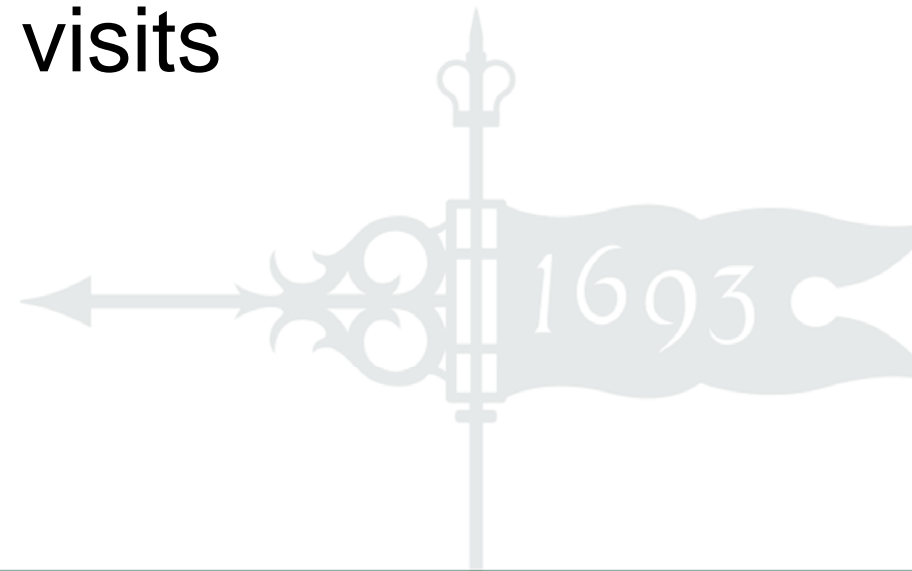
SURN Principal Academy Program Beginnings

- Grassroots Needs
 - School Divisions
 - Office of School Improvement
- University Response
 - K-12 Faculty supervision expertise
 - SURN connections and support



SURN Principal Academy Program Components

- Two-year program
- Two-day Summer Academy and 4 academic year day-long sessions
- Leadership Coach onsite visits
- Mentors
- Collaborative visits
- Professional literature



SURN Principal Academy Program Expectations

- Conduct 20+ fall/spring observations
- Attend professional learning sessions
- Participate in collaborative observations
- Complete and present action research project
- Facilitate professional learning and book study

Every Student Succeeds Act (ESSA)

- presents a **renewed focus on school leadership** and acknowledges the **importance of school principals** to school improvement and effective instruction (Public Law No. 114-95, 2015).

ESSA

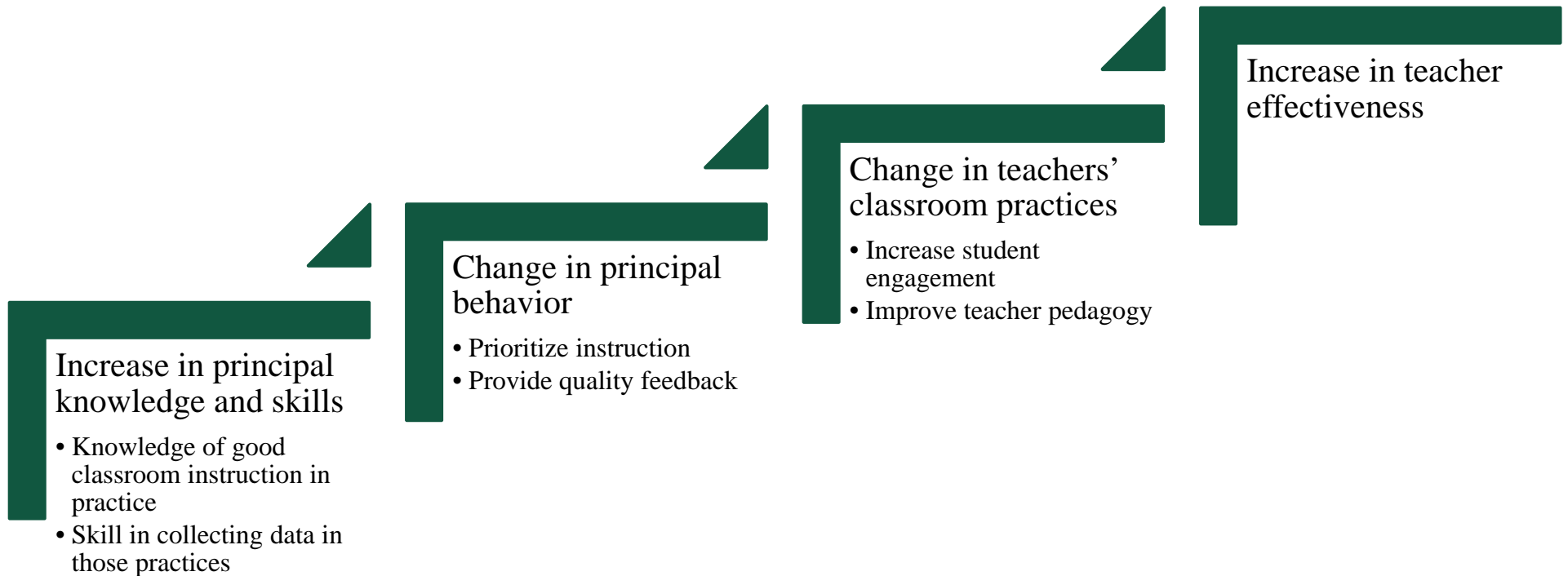
- redefines the standards for high-quality professional learning for K-12 leaders and teachers.
- states that **educator learning** is an integral local strategy for building educator capacity to help students succeed with high academic standards.

ESSA Defines Professional Learning

“The term ‘professional development’ means activities that ... are **sustained** (not stand-alone, 1-day, or short-term workshops), **intensive, collaborative, job-embedded, data-driven, and classroom focused.**”

(S. 1177, Section 8002, page 295, paragraph 42)

SURN Principal Academy Framework



ESSA Criteria

Deliver actionable feedback about instruction and other professional practices via coaching approaches that:

- i. are job-embedded and use teacher leaders or partnerships with area education agencies to distribute leadership and responsibilities
- ii. employ educators' ability to self-assess
- iii. use multiple means of employing summative and formative data to understand individual educator's performance
- iv. place ultimate accountability for learning in teams and groups of educators

ESSA Criteria Expanded

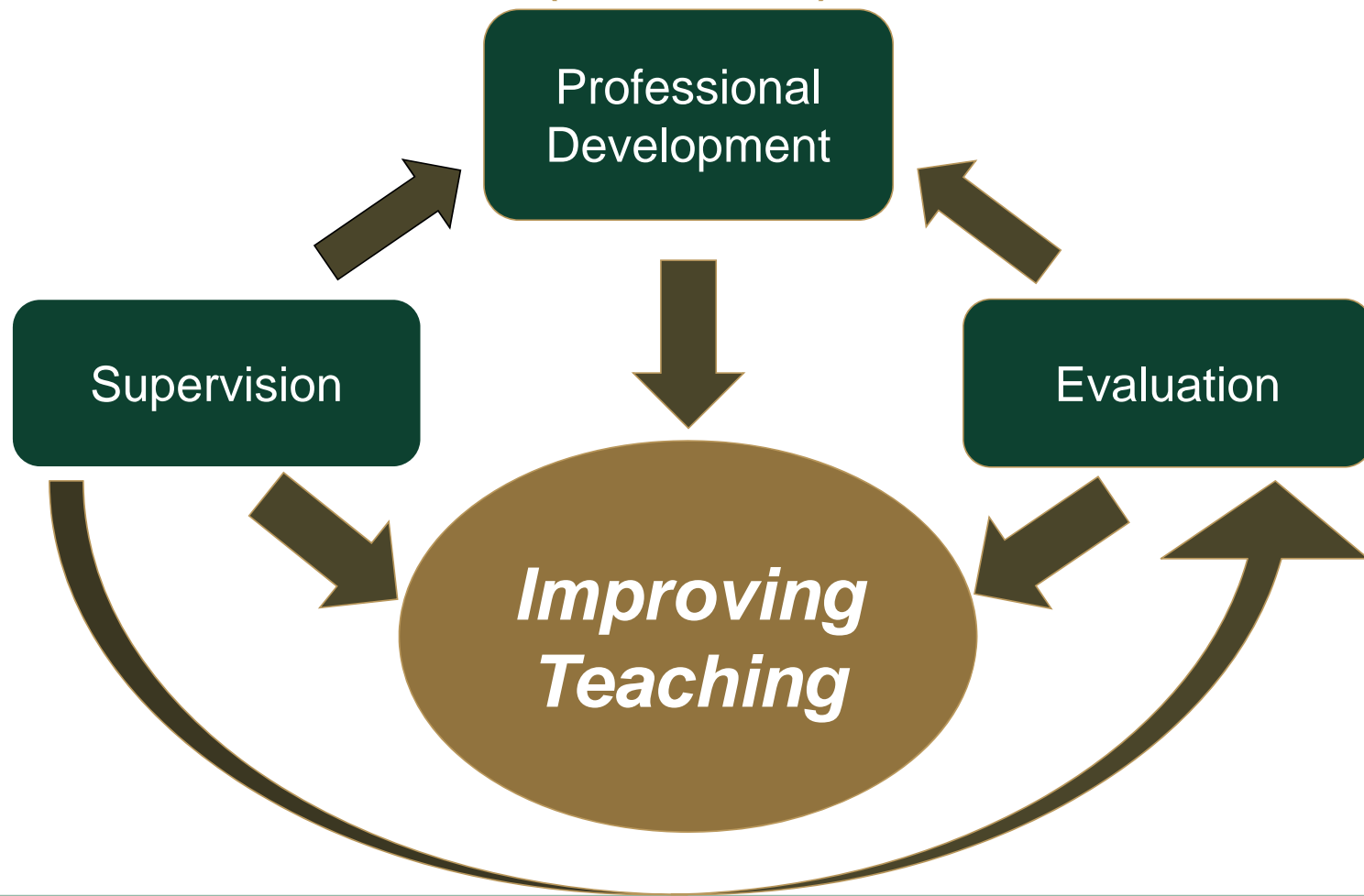
- Build and develop the capacity of educators to conduct frequent, formal and informal observations to collect and discuss evidence and provide supportive feedback of each other's practice.

ESSA Criteria Expanded

- Build capacity over time to
 - oversee complex projects
 - lead others
 - conduct peer observations
 - provide timely, evidence-based, and actionable feedback

Learning Leadership

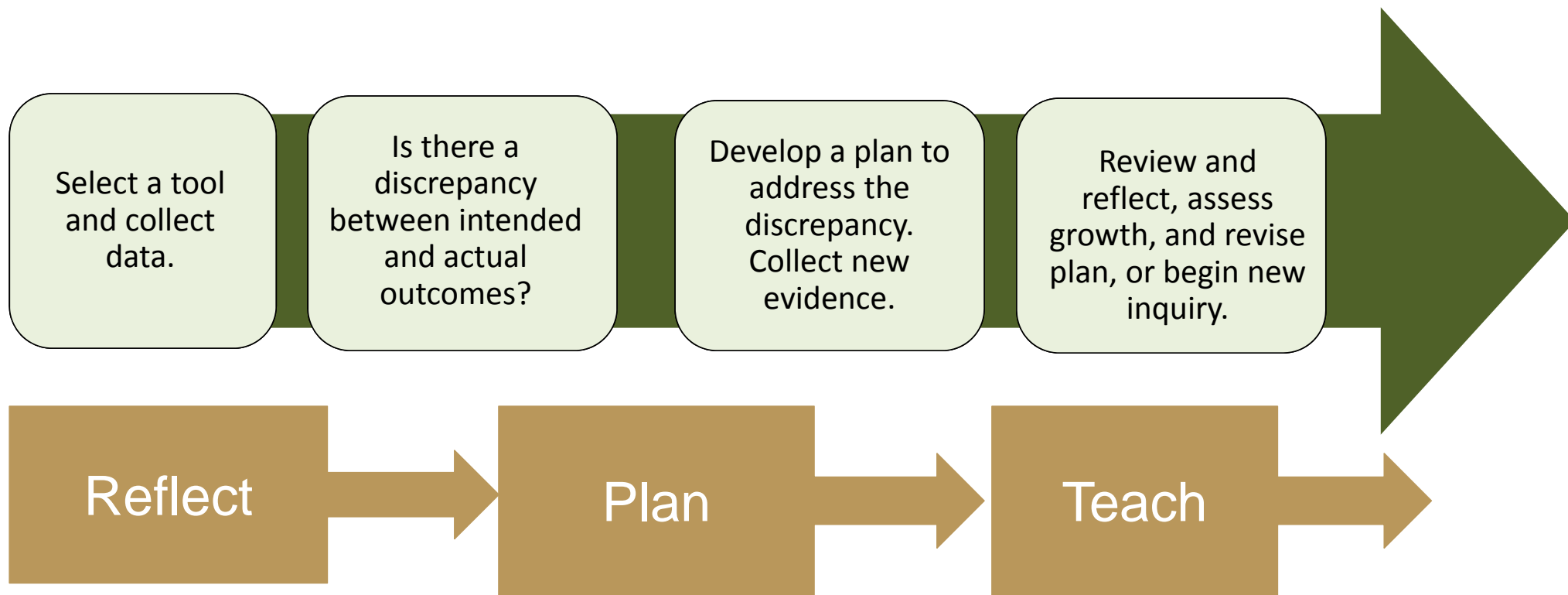
(DiPaola, 2014)



ESSA Criteria Expanded

- ESSA encourages high quality classroom observation tool development as well as training for school leaders on how to
 - differentiate performance
 - provide feedback
 - use evaluations to inform decisions on professional development and personnel

Reflective Feedback (Post observation Conference)



SURN Principal Academy

Research to Practice

- Access **research-based tools** that collect data about high yield teaching strategies
 - Conduct **online** observations
 - Provide **immediate** feedback to teachers via email or PDF
 - Encourage use of classroom **observation forms** in a formative manner to positively impact the teaching and learning
 - Display **records of observations** in an easy to view and sortable table/database
 - Generate user-friendly reports for **analysis** at district, school, and classroom levels
 - Works with multiple platforms

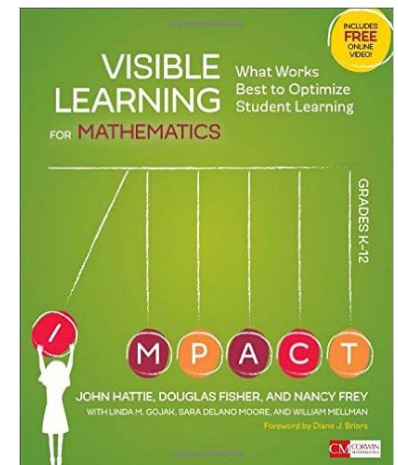
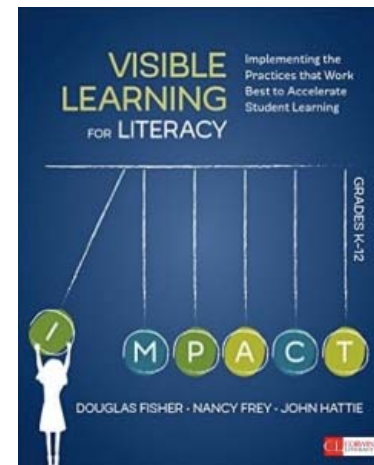
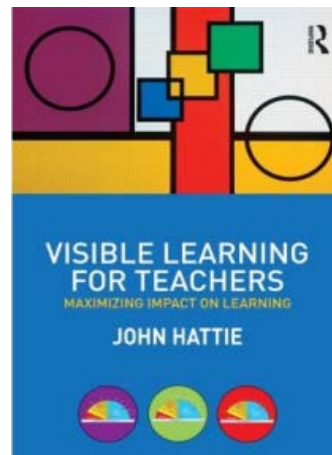
Visible Leading & Learning

...focuses on generating educator to educator dialogue on pedagogy, student engagement, and classroom observation-based data.



Visible Learning Texts

“The greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers.”
(Hattie, 2012, p.18)



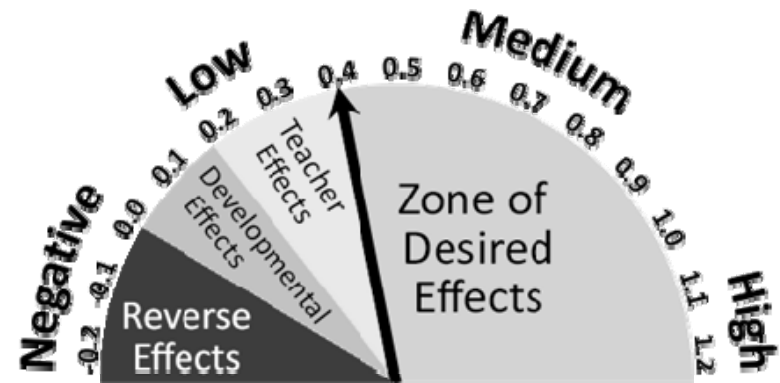
Learning Journal

- Everyone has a personal journal
- Model and focus on writing with purpose; writing to learn
- Networking and collaborating



Effect Size

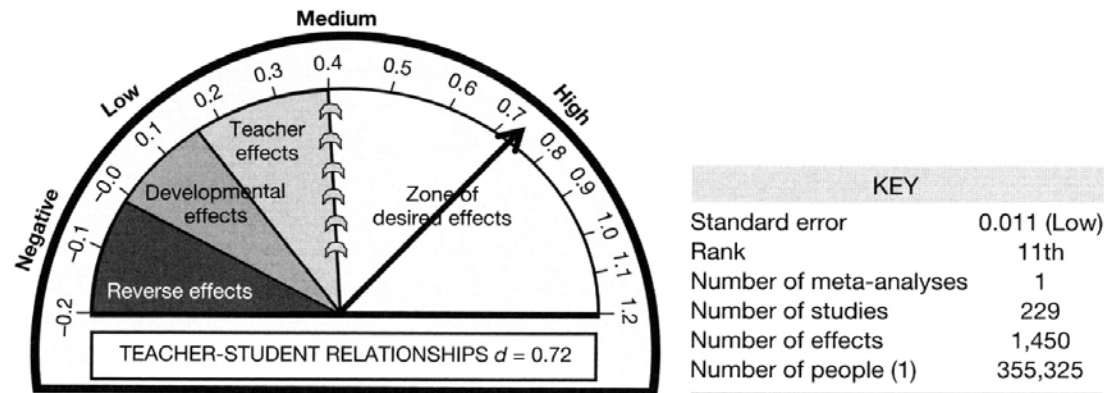
- **Effect Size** is a common scale that allows various influences on learning to be measured and compared.
- The average effect size is 0.4
- 0.4 is close to the average effect that we can expect from a year's schooling.



The hinge-point; average effect-size 0.4

Hattie's (2009) work uses a 'barometer of influence' to illustrate the impact of various factors on learning

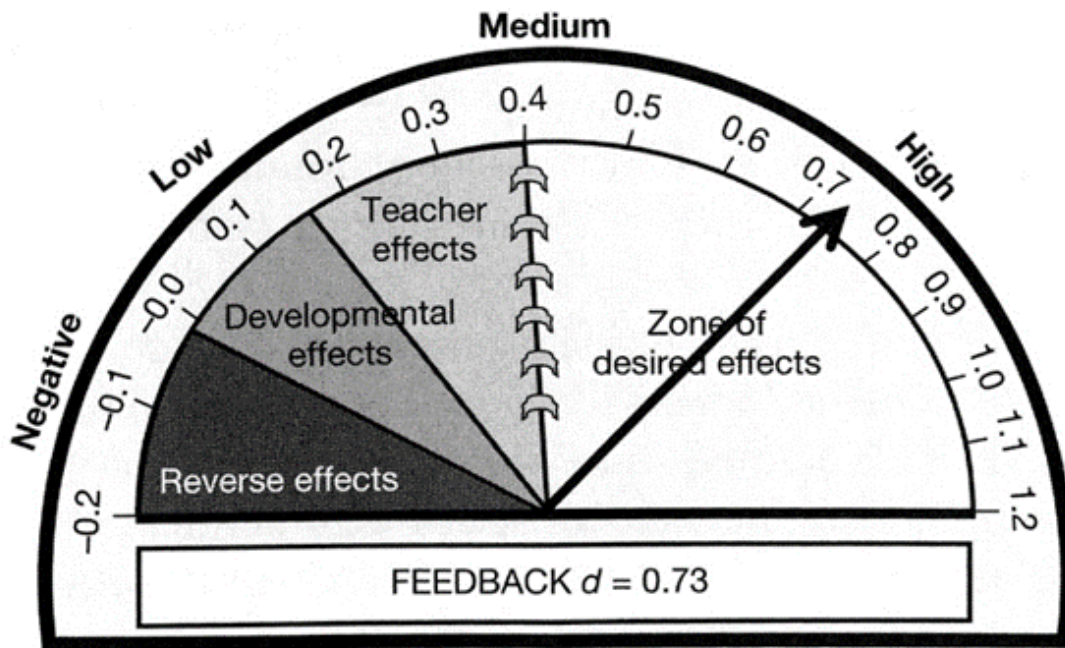
Teacher-Student Relationships ($d = .72$)



In classes with person-centered teachers, there is more engagement, more respect of self and others, there are fewer resistant behaviors, there is greater non-directivity (student-initiated and student-regulated activities), and there are higher achievement outcomes.

Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*, p. 218-219.

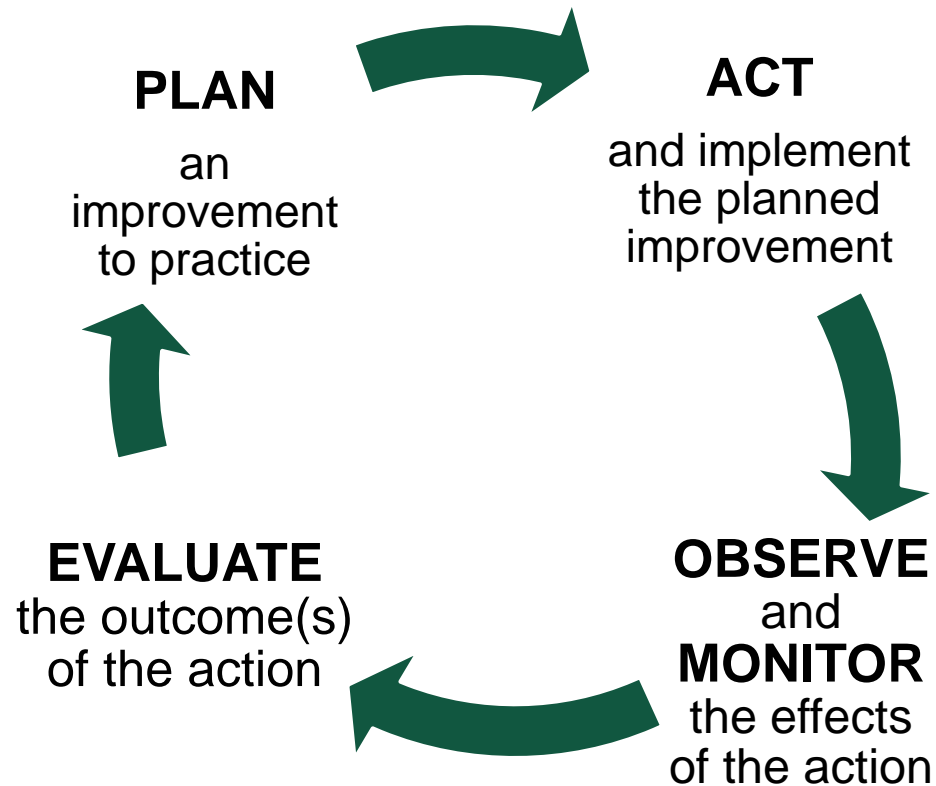
The Power of Feedback



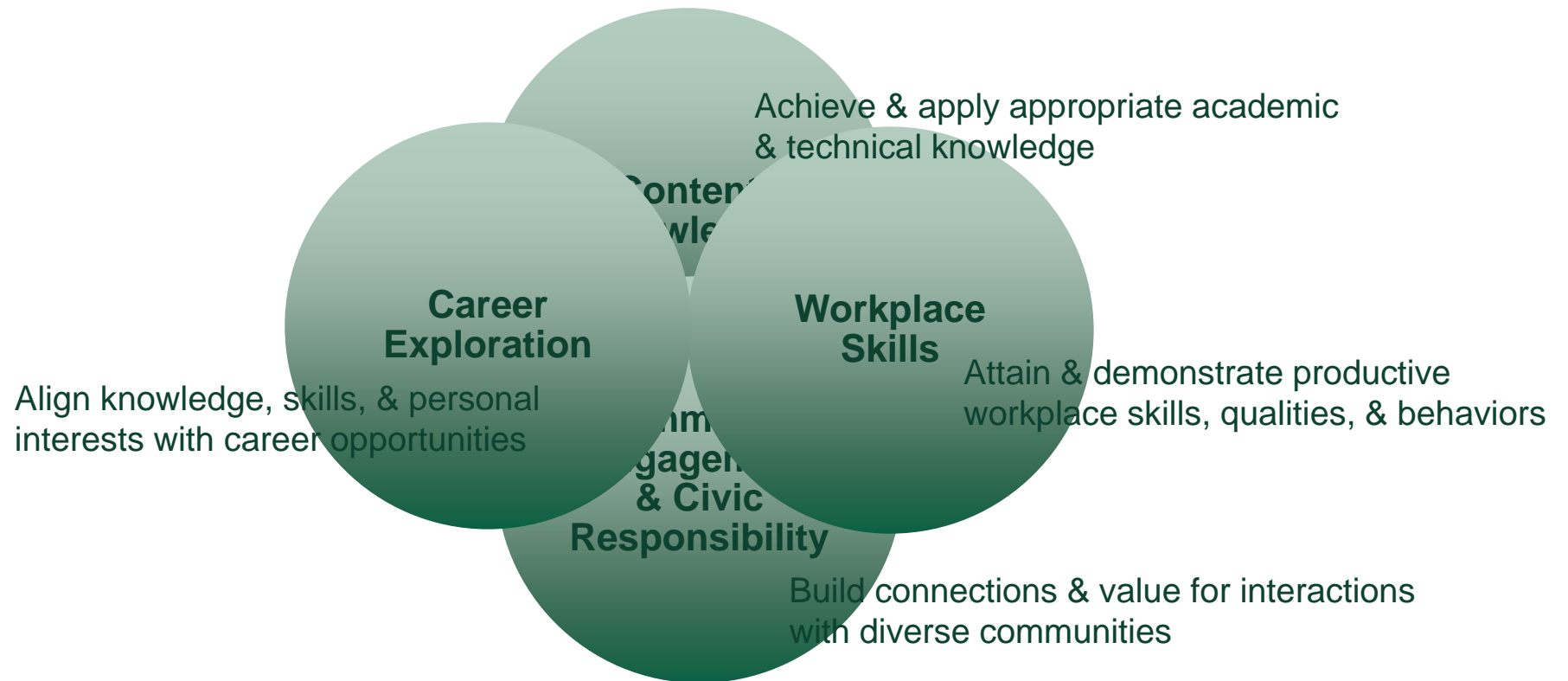
KEY	
Standard error	0.061 (Medium)
Rank	10th
Number of meta-analyses	23
Number of studies	1,287
Number of effects	2,050
Number of people (10)	67,931

Rank	Influence	ES
3	Response to intervention	1.07
4	Formative feedback (evaluation) to teachers	.90
7	Classroom discussion	.82
10	Feedback to students	.75
11	Reciprocal teaching	.74
12	Teacher-student relationships	.72
13	Spaced vs. massed practice	.71
14	Meta-cognitive strategies	.69
24	Problem solving teaching	.61
29	Direct instruction	.59
27	Concept mapping	.57
34	Peer tutoring	.55
35	Cooperative learning	.54
94	Homework	.29
131	Ability grouping	.12
148/150	Retention	-0.13

Basic Action Inquiry (Research) Cycle



Profile of a VA Graduate



Profile of a Virginia Graduate
In Virginia, the Life Ready Individual:

**CONTENT
KNOWLEDGE**

- Attains and is able to use the knowledge and skills described in the Standards of Learning for core instruction areas (English, math, science, and history/social science), the arts, personal wellness, languages, and Career and Technical education programs.
- Attains and demonstrates the knowledge and skills necessary to transition to and achieve in a global society and be prepared for life beyond high school graduation.
- Explores multiple subject areas that reflect personal interests and abilities.

**WORKPLACE
SKILLS**

- Attains and demonstrates productive work ethic, Professionalism, and personal responsibility.
- Communicates effectively in a variety of ways, and to a variety of audiences, to interact with individuals and within groups.
- Demonstrates workplace skills including collaboration, communication, creativity, critical thinking, problem solving, and responsible citizenship.

**COMMUNITY
ENGAGEMENT
& CIVIC
RESPONSIBILITY**

- Makes connections and is involved in the community through civic opportunities.
- Demonstrates integrity, maintains personal health and wellness, and shows respect for others.
- Shows respect for diversity of individuals, groups, and cultures in words and actions.
- Understands and demonstrates citizenship by participating in community and government decision-making.

**CAREER
EXPLORATION**

- Understands knowledge, skills and abilities sought by employers for career opportunities
- Aligns knowledge, skills, and abilities with personal interests to identify career opportunities.
- Sets goals for career, school and life and has knowledge of a variety of pathways, course work, and/or requirements to achieve goals.
- Develops skills to align to current workplace needs, and that adapt to evolving job opportunities.
- Applies skills and knowledge by participating in workplace experiences.

Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship

Learning Leaders for Learning Schools

1. Exercise agency & advocacy;
2. Lead professional learning & learning communities;
3. Lead curriculum, instruction, & assessment;
4. Give precise feedback;
5. Coach effectively; and
6. Tap new talent.

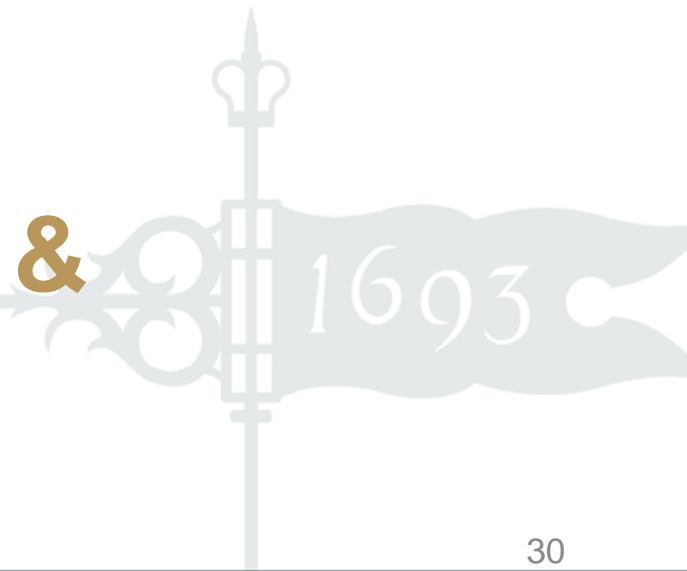
What do you think?

Where do you see alignment with these researched and key practices of learning leadership in your division?

Where do you see gaps?

Michael F. DiPaola, Ed.D.

COLLECTIVE EFFICACY & PRINCIPAL SUPPORT



Central Office Transformation for District-wide Teaching and Learning Improvement

The Five Dimensions of Central Office Transformation

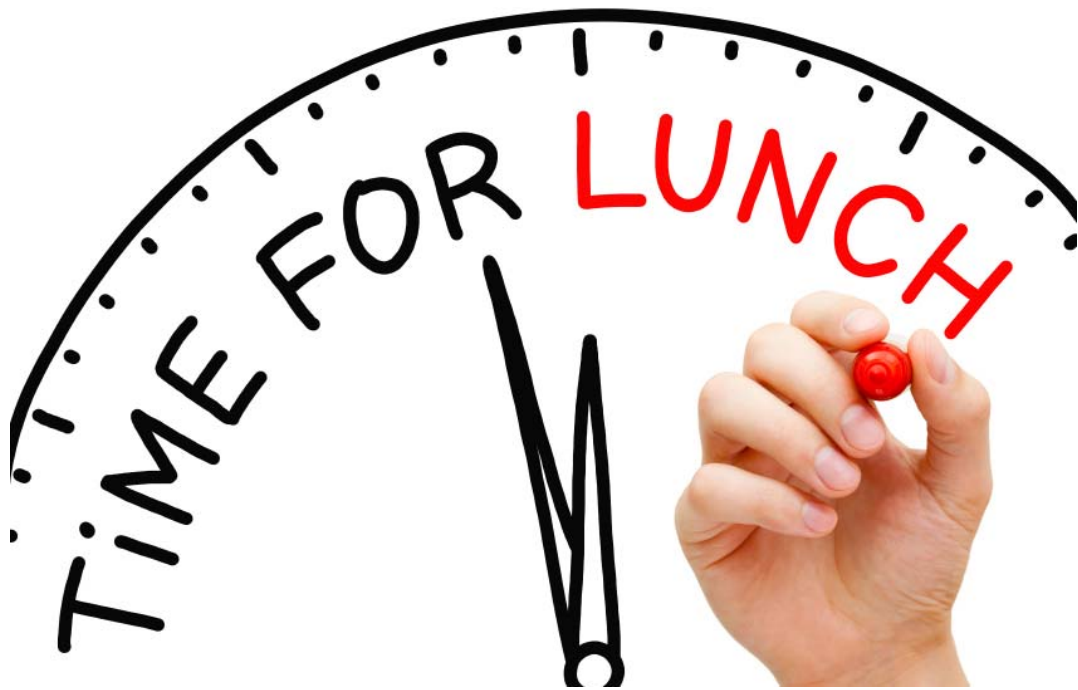
- Dimension 1: Learning-focused partnerships with school principals to deepen principals' instructional leadership practice.
- Dimension 2: Assistance to the central office–principal partnerships.
- Dimension 3: Reorganizing and reculturing of each central office unit, to support the central office–principal partnerships and teaching and learning improvement.
- Dimension 4: Stewardship of the overall central office transformation process.
- Dimension 5: Use of evidence throughout the central office to support continual improvement of work practices and relationships with schools.

Honig, M., Copland, M.A., Rainey, L., Lorton J.A., & Newton, M. 2010

How does this inform & impact our work?

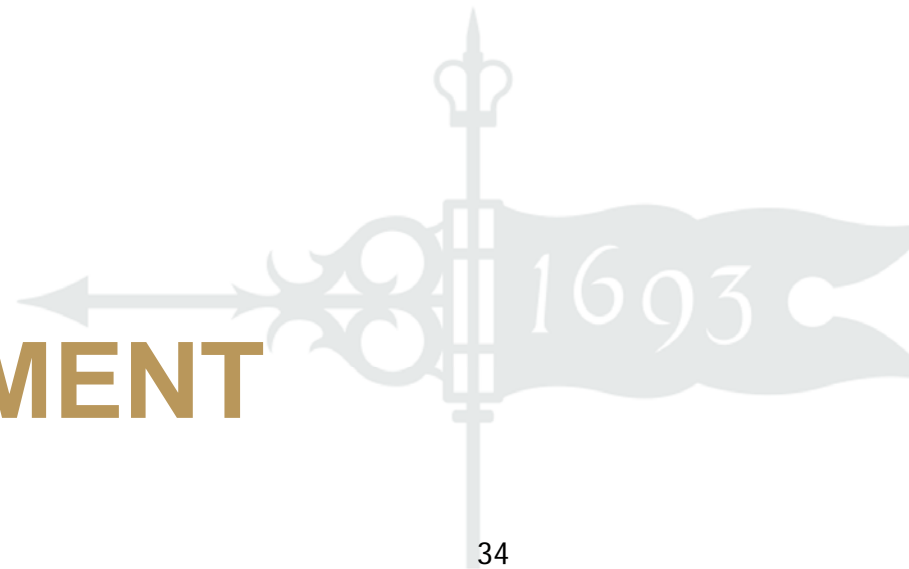
Considering the intersection of leadership & deeper learning, through these lenses:

- SURN Principal Academy
- Profile of a VA Graduate
- Learning Leaders for Learning Schools
- Collective Efficacy & Principal Support
- Central Office “Transformation” or Support




Amy Stamm
SURN Observation Protocol

INDICATORS OF STUDENT ENGAGEMENT



Indicators of Student Engagement Terms

- Scan the Indicators of Student Engagement observation protocol.
- Look for behaviors that you observe most often in classrooms. Circle three.
- What behaviors do you see least frequently? Star three. 

Student Engagement Consensogram

- Most frequently observed
 - Use three **green** sticky dots to identify three most frequently observed behaviors
 - Place on the appropriate place on the poster
- Least frequently observed
 - Use three **blue** sticky dots to identify three least frequently observed behaviors
 - Place on the appropriate place on the poster

Examine the Consensogram

Discuss at your table:

- What resonates with what you see in classrooms?
- What makes you wonder?



To Recap:

Indicators of Student Engagement

- ✓ Engages in setting learning goals.
- ✓ Engages in making choices.
- ✓ Engages in reading.
- ✓ Engages in writing.
- ✓ Engages in discussing text or other input.
- ✓ Engages in problem-solving.
- ✓ Creates products.
- ✓ Engages in peer tutoring, cooperative learning, reciprocal teaching, and other cooperative group structures.
- ✓ Engages in relevant, real-world learning experiences.
- ✓ Applies metacognitive strategies (specify).
- ✓ Creates/uses learning tools (specify).
- ✓ Engages in self-assessment of their work, what they learn, and how they learn.
- ✓ Engages in asking for and giving specific feedback to peers and the teacher.

Let's practice an observation

- Use a copy of the Indicators of Student Engagement Observation Protocol alongside of the yellow card
- Collect the data from the video of the classroom
- 8th grade mathematics

Discuss the Observation

- Which items did you identify?
- What evidence of student engagement did you observe?

What level of inter-rater reliability did you achieve?



Consensus-building!



Principal Support Framework

1. A shared vision of principals as instructional leaders
2. A system of support for developing principals as instructional leaders
3. A strategic partnership between the central office and principal

Planning, Learning, & Sharing Together

At your table:

- Select a timekeeper
- Select a recorder to listen for themes
- Each person has up to 3 minutes to share his/her ideas and plans
- The group has up to 2 minutes to respond
- Be prepared to share out emerging themes

Next Steps

- Conduct two collaborative observations with a SURN Principal Academy principal
- Debrief the observations together, and
- Ask yourself how you might best support this principal's work.
- January 23, 2018 at 9:00 a.m.