Advancing School Leadership for Continuous Improvement

T.H.R.I.V.E.

Winter Instructional Leadership Conference
February 26, 2020

Dr. Gyimah Whitaker, Area Superintendent
Dr. Jermaine Dawson & Mr. Ron Maxwell, Area Executive Directors
Learning Goals

Participants will:

- Learn how the tenets of T.H.R.I.V.E. support quality instruction;

- Examine tools to monitor student data and continuous improvement; and

- Explore effective distributive leadership practices to build capacity.
RAN Chart for Inquiry

A RAN (Reading and Analyzing Non-Fiction) Chart is a tool used for organizing thoughts and learning while working through inquiry. To start, record your prior knowledge and wonderings about a topic. As you progress through the gathering and analyzing information phase, confirm what you know, record any misconceptions, and add new knowledge gained.

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<thead>
<tr>
<th>What I think I know...</th>
<th>Wondering</th>
<th>Confirmed</th>
<th>Misconceptions</th>
<th>New Information</th>
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Coherence:
A shared depth of understanding about the purpose and nature of the work

Michael Fullan and Joanne Quinn, 2016
Which quadrant best describes the current professional learning structures within your district/school? What specific evidence supports this placement?

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<th>Reflection 1:</th>
<th>Reflection 2:</th>
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<td>How We THRIVE:</td>
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| **Transformational Leadership:** encouraging, inspiring and motivating employees to innovate and create change that will help grow and shape the future success of education (White, CIO, 2018). Examples may include:  
- Leadership Pathways  
- Teacher leadership  
- Coaching  
- Leadership purpose/ vision  
- Collaborative leadership | |
| **Holding Ourselves Accountable:** being answerable for your actions and the actions of others through collective ownership; finding motivation to have courageous conversations and make difficult decisions (Lynda, 2017). Examples may include:  
- Instructional Leadership Teams  
- School-based team structures; accountability  
- Goal setting and progress monitoring  
- School improvement plans/ 90-day plans  
- Critical Friends; Crucial Conversations | |
| **Rigor, Relevance, and Relationships:** knowing students’ skills, interests, and goals as a way of customizing learning to support achievement (PLS 3rd learning, 2013) that demonstrates a thorough in-depth mastery to develop cognitive skills through solving authentic real-world problems (Daggett, 2009). Examples may include:  
- Content-specific/ Standards Mastery Framework  
- Social-Emotional learning  
- PBIS/ Classroom Management  
- Instructional Practices  
- Instructional Technology | |
| **Intentionally Achieves:** implementing deliberate and purposeful focus on practices that ensure all students can achieve at high levels. Examples may include:  
- Data analysis; Data Driven Instruction  
- Assessment practices; SMF  
- Co-teaching models; Specially Designed Instruction  
- RTI/Multi-Tiered Support Systems  
- Professional Learning Communities, Communities of Practice | |
| **Vision of Normalized Excellence:** seeing the quality of being outstanding as the standard for all stakeholders (i.e., students, teachers, admin., parents) in the Thriving Thirty. Examples may include:  
- Growth mindset  
- Community partnerships  
- CCRPI  
- TAG/ AP/ Dual-Enrollment  
- Specialty school programs (STEM, IB, 3DE) | |
Coherence: Shifting Organizational Practice

- Quality Instruction
- Continuous Improvement
- Distributed Leadership
Quality Instruction

CO-LEARNING

PRACTICE
Body of knowledge, methods, stories, and tools developed

DOMAIN
Area of shared interest & key issues

COMMUNITY
Relationships built through discussion, activities, and learning

CO-CONNECTING

Thought Catcher: Reflection Notes

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<th>Highlights:</th>
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Summary:

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Continuous Improvement

1st Lever: TIER 1 INSTRUCTION
- 180 days of instruction
- All students (focus)
- High Yield, Middle Yield, Low Yield
- No longer living in the land of 0.5

2nd Lever: DATA ANALYSIS
- Assessment is the roadmap to rigor! (BACKWARDS DESIGN)
- Assessment of learning
- Assessment for learning
- Triangulation of data
- Set targets for future success!

DATA ANALYSIS REPLAY

DAY
How should schools use the target sheet (or its data) on a daily basis?
- Observing Instruction
- Differentiated Small Group Instruction
- Standards-Based Instruction at 3.0 Level Content Descriptors

WEEK
How should the target sheet data inform school practices on a weekly basis?
- Monitoring Data (i-Ready Usage and Pass Rates)
- Monitoring Lesson Plans and Small Group Plans
- PLCs Data-in-Hand
- Coaching and Feedback

MONTH
What processes or protocols should schools undertake when analyzing target data on a monthly basis?
- Professional Development (Based on data/observations)
- Unit Assessment Analysis
- Subgroup Flags
- Revisit Data Tracker (Transiency, Adjustments)
- Identify Trends
Thought Catcher: Continuous Improvement
Distributed Leadership

School Leadership Support Model

- **Role Definition**
  - Determine what core leadership roles will be and define responsibilities

- **Organization Structure**
  - Define how leaders are deployed to support teams of teachers

- **System of Process**
  - Design the systems and process needed to support the new organizational structure

Source: Bain and Company

Learning Community Support

- Mini-Team for Support
- Middle School Community of Practice
- Microsoft TEAMS
- Site Visits
- 90 Day Plan
- Monthly Principal Meeting
- THRIVE Newsletter

*Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future*
Thought Catcher: Distributed Leadership

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