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.
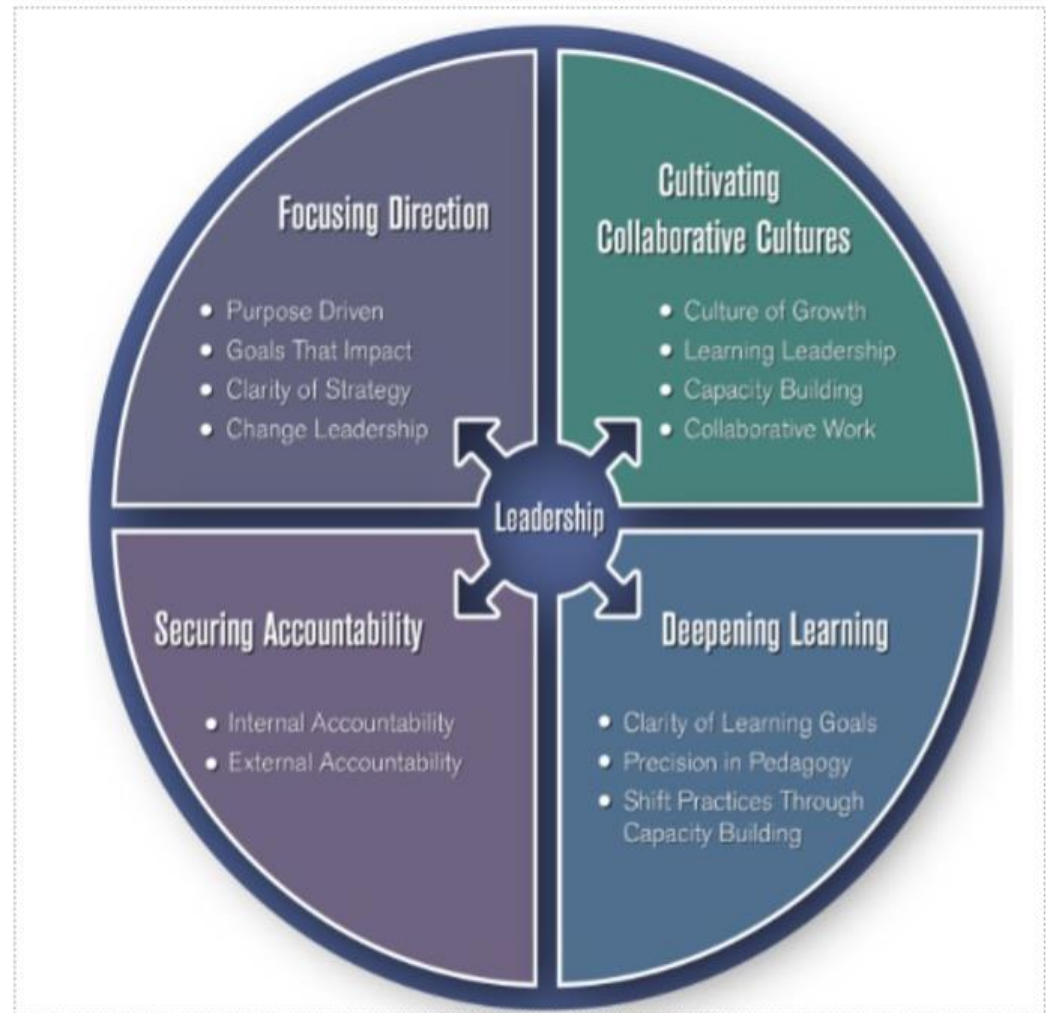
RAN Chart for Inquiry

A RAN (Reading and Analyzing Non-Fiction) Chart is 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.

What I think I know...	Wondering	Confirmed	Misconceptions	New Information

Coherence:

A shared depth of understanding about the purpose and nature of the work

Michael Fullan and Joanne Quinn, 2016

Focusing Direction
- Purpose Driven
- Goals That Impact
- Clarity of Strategy
- Change Leadership

Cultivating Collaborative Cultures
- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work

Leadership

Securing Accountability
- Internal Accountability
- External Accountability

Deepening Learning
- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices Through Capacity Building

Coherence: Shifting Organizational Practice

Fullan, 2016

Which quadrant best describes the current professional learning structures within your district/school? What specific evidence supports this placement?	
Reflection 1:	Reflection 2:

How We THRIVE:	How You THRIVE:
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:
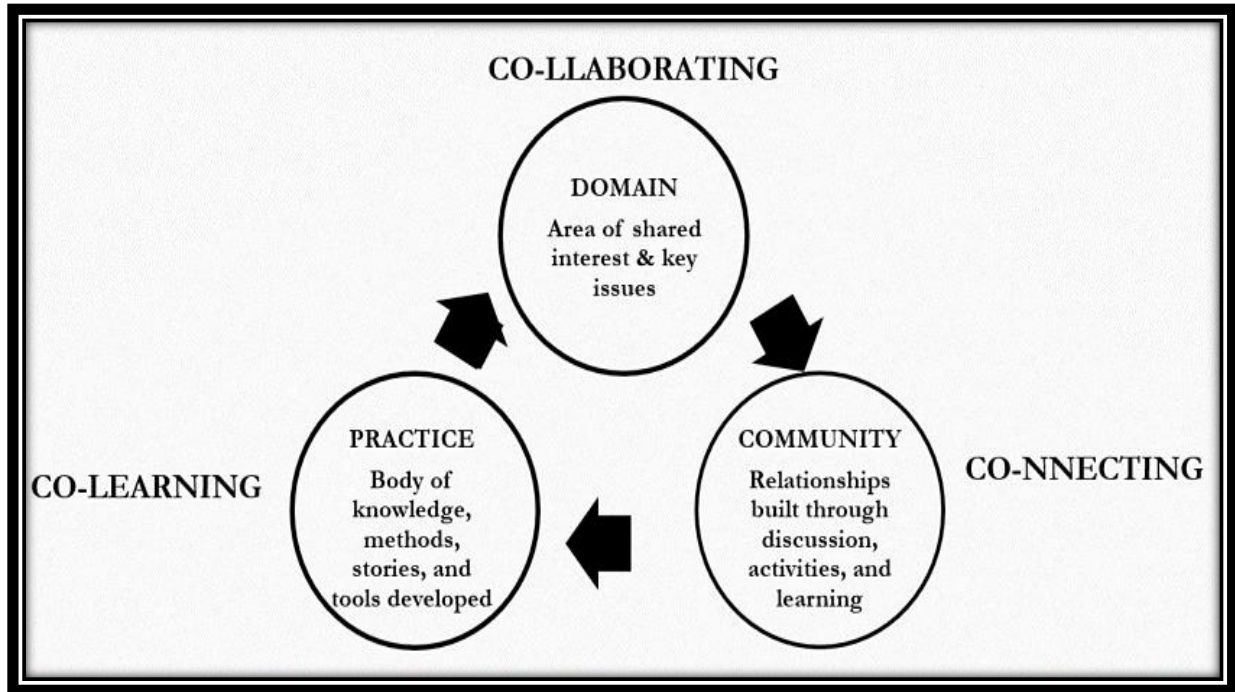# Shifting Organizational Practice

Quality Instruction

Continuous Improvement

Distributed Leadership

Quality Instruction

Thought Catcher: Reflection Notes
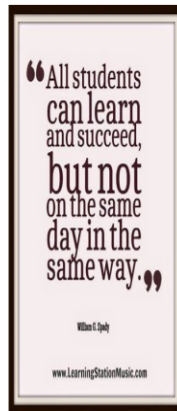
Questions:	Highlights:
Summary:	

Continuous Improvement

ROAD TO THE GEORGIA MILESTONES SUPERBOWL

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

"All students can learn and succeed, but not on the same day in the same way."

William G. Spady

www.LearningStationMusic.com

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Continuous Improvement:

ROAD TO THE GEORGIA MILESTONES SUPERBOWL

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

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Continuous Improvement:

ROAD TO THE GEORGIA MILESTONES SUPERBOWL

DATA ANALYSIS REPLAY

DAY	WEEK	MONTH
How should schools use the target sheet (or its data) <u>on a daily basis?</u>	How should the target sheet data inform school practices on a weekly basis?	What processes or protocols should schools undertake when analyzing target data on a monthly basis?
- Observing Instruction - Differentiated Small Group Instruction - Standards-Based Instruction at 3.0 Level Content Descriptors	- Monitoring Data (i-Ready Usage and Pass Rates) - Monitoring Lesson Plans and Small Group Plans - PLCs Data-in-Hand - Coaching and Feedback	- Professional Development (Based on data/observations) - Unit Assessment Analysis - Subgroup Flags - Revisit Data Tracker (Transiency, Adjustments) - Identify Trends

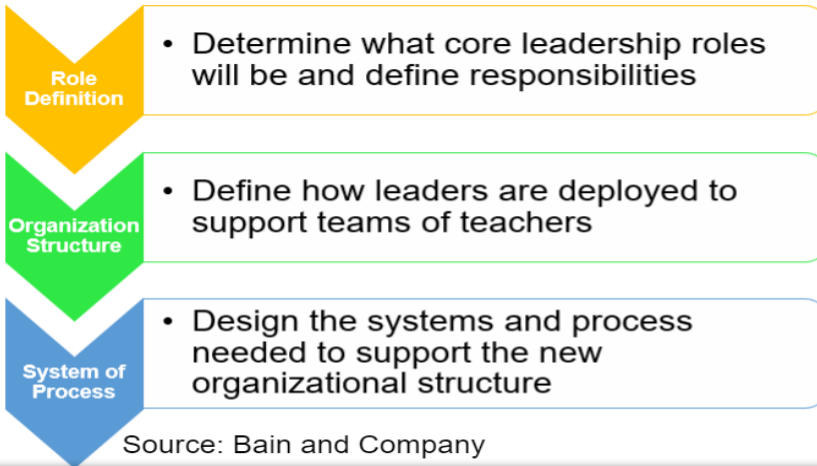*Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future*

Thought Catcher: Continuous Improvement

Questions:	Highlights:

Summary:

Distributed Leadership

Thought Catcher: Distributed Leadership

Questions:	Highlights:

Summary: