

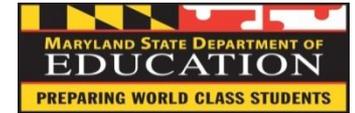
Aspiring Leaders' Institute

Follow-up #2

Spring, 2017

Maryland State Department of
Education
Office of Leadership Development and
School Improvement

INSTITUTE OBJECTIVES



Participants will:

- 1) Use the *Professional Standards for Educational Leaders* as a self-assessment tool;
- 2) Identify the interconnectedness of the Standards and Elements in Practice;
- 3) Analyze the components of a school culture that is aligned to student and adult learning;
- 4) Examine tools for assessing school culture;
- 5) Identify strategies for cultivating their own school's culture;
- 6) Analyze classroom instruction with a focus on student learning behaviors;
- 7) Evaluate the effectiveness of instruction based on evidence of student learning;
- 8) Communicate through specific oral and written feedback the relationship between teaching behaviors and student learning;
- 9) Examine the role of change in implementing successful innovation;
- 10) Reflect on processes for change in schools and school systems

Review of Follow-up #1

“Purposeful Observation of Instruction

- Analyze classroom instruction with a focus on student learning behaviors
- Evaluate the effectiveness of instruction based on evidence of student learning
- Communicate through specific oral and written feedback the cause and effect relationship between teaching behaviors and student learning

Does the oral and written feedback...



- Include specific descriptions of behaviors observed?
- Show a clear cause and effect connection between teacher behaviors and student learning behaviors?
- Contain guidance for the teacher?
- Have a tone that promotes continuous learning?

You were to...

- Practice giving oral and written feedback using the rubric.
- Bring a written feedback statement you shared with teachers that illustrate the components of the rubric.
- Be prepared to discuss...

At your tables...

- Share the feedback statements you have shared with teachers.
- How did teachers respond to the feedback?
- What changes have you made in the way you give feedback to teachers?
- “Ah Ha’s?”
- We’ll report out...

Sharing Your Project

- ❖ Standard/s Addressed
- ❖ Elements
- ❖ Activity
- ❖ Intended Results
- ❖ Actual Results

Self Assessment



Elements in Professional Standards for Educational Leadership

- Review each of the Elements of Practice and where you had assessed yourself last summer.
- Re-take the self assessment by filling in each evidence under the spring column on the left side of the form next to the summer number.
- Please put an asterisk (*) in the spring column on the right side of the form for the evidence in practices on which you based your School Improvement Project.

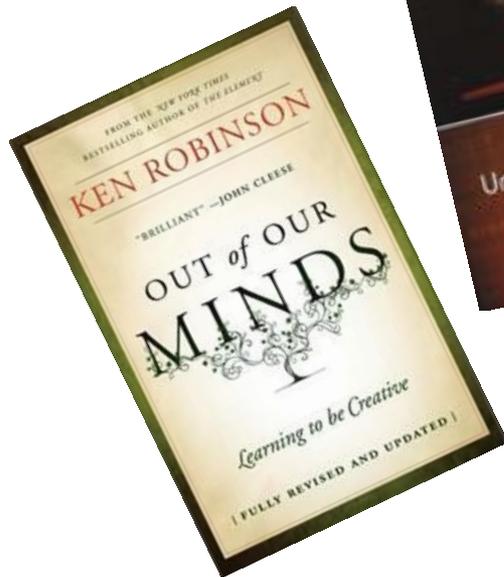
Learning Objectives

Participants will:

Examine the role of change in implementing successful innovation.

Reflect on processes for change in schools and school systems.

ChAnge



- <http://www.youtube.com/watch?v=zDZFcDGpL4U>

“The Change Paradigm”

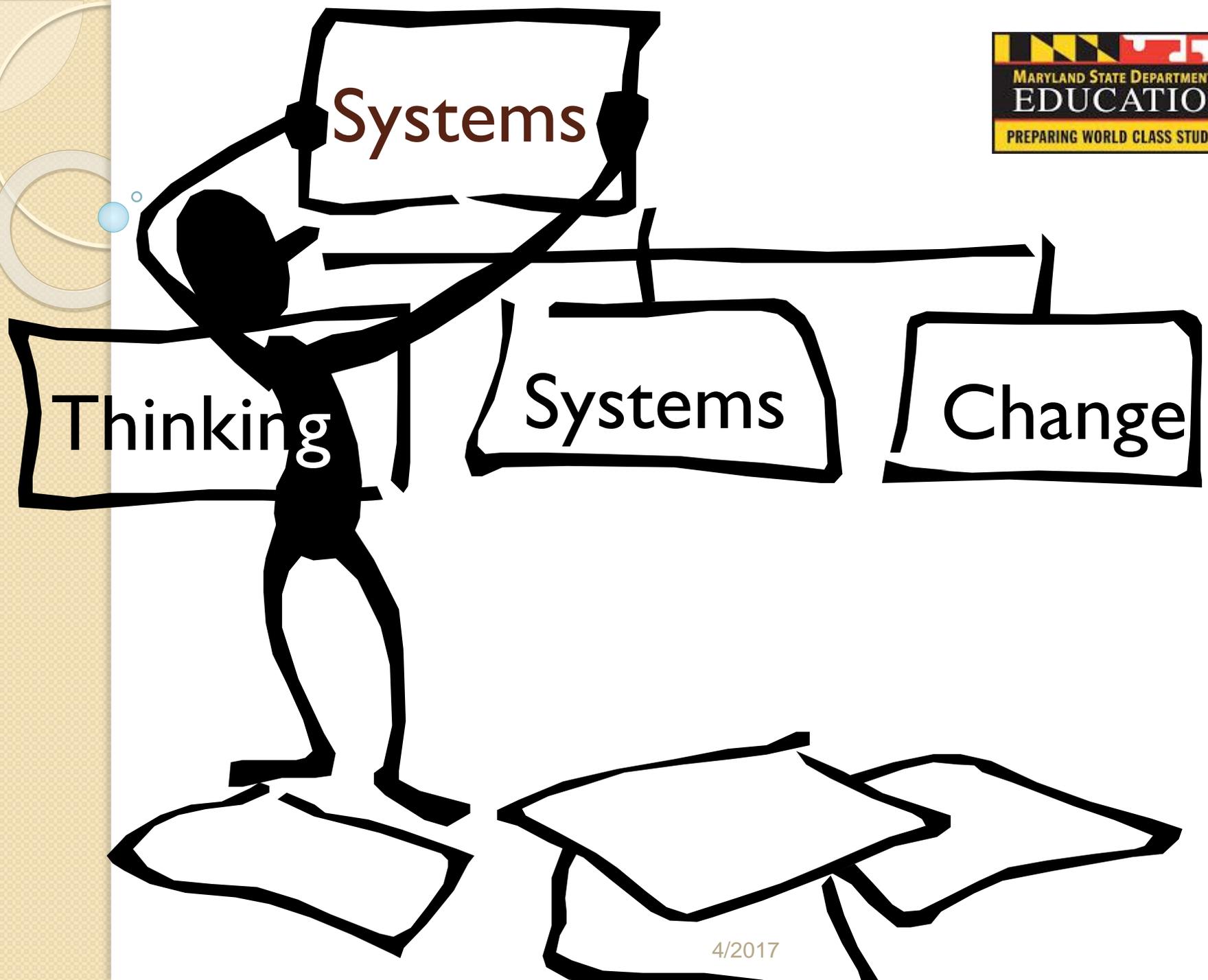


- Think about the Ken Robinson’s message of change.
- How does it “square” with your experience?
- Who would you ask to debate Ken?
- If Ken Robinson was here in our session what clarifying questions would you ask?

A learning organization can . . .

- Change how it thinks and acts.
- Adapt to changing conditions.
- Do what it was never able to do before.
- Continually expand its capacity to create its future.
- Create an environment where people are continually learning how to learn together.

Senge, P. (1990). *The Fifth Discipline*. New York Doubleday.



“Bens” or Change?

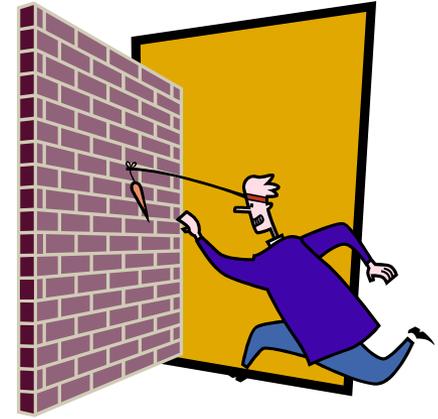


Barriers to Change?

- Where were you blocked?
- What did you learn about resistance to change?
- What are the reasons for resistance to change?



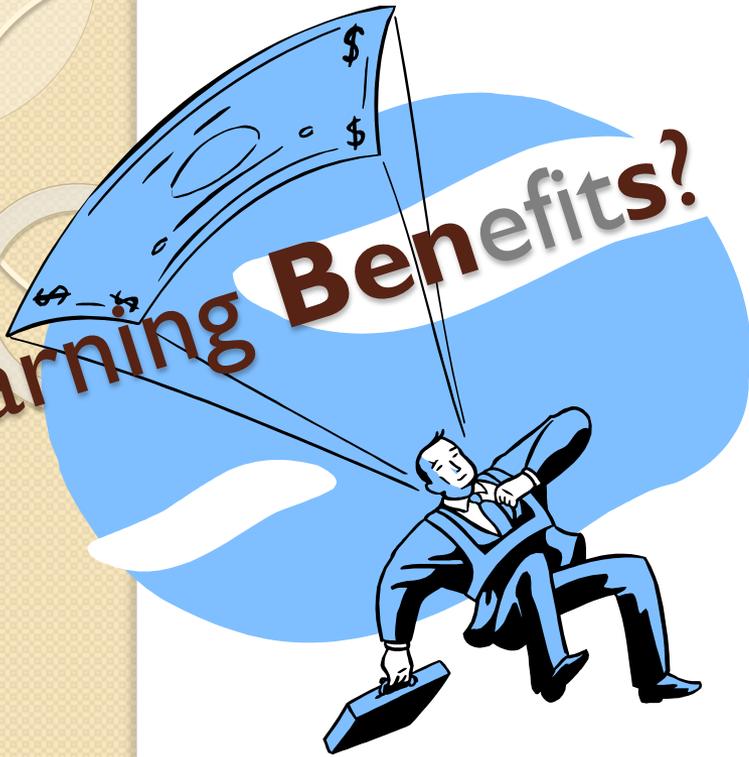
Core Ideas: Change



- Change takes time and persistence.
- Think creatively to minimize obstacles or turn them into supports.
- Build commitment and community that supports voicing concerns and reasons for resistance.
- Involve key leaders to make system wide change.
- Generate ideas for successful change and overcoming restraints by reviewing the approaches of others.

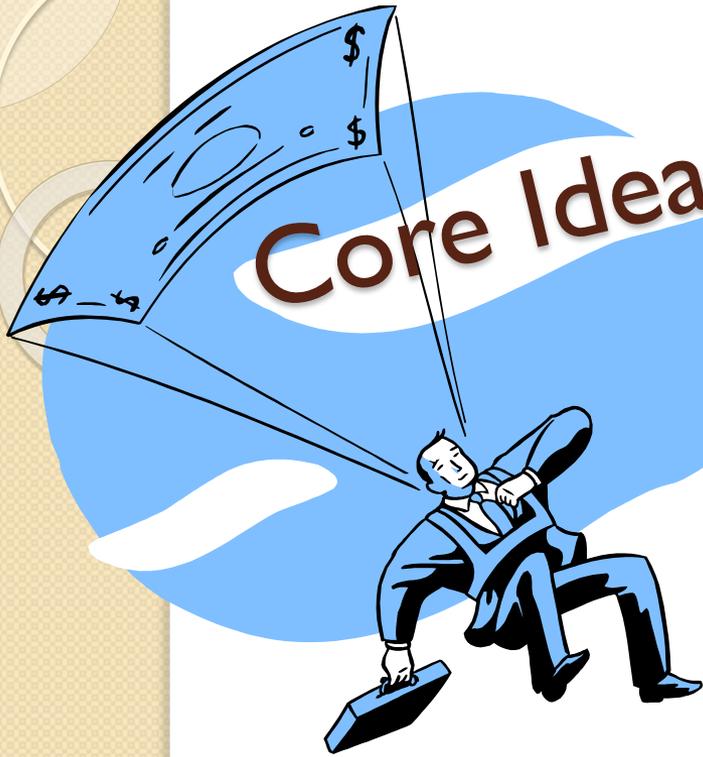
Handouts #7 and #8

Earning Benefits?



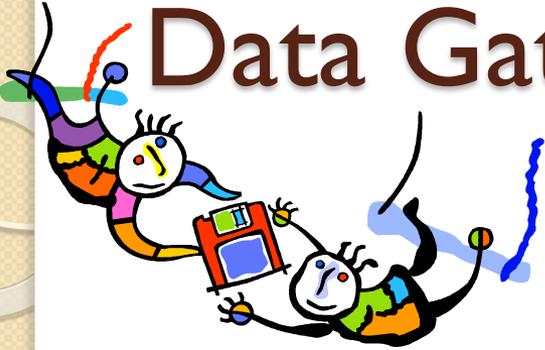
- When did you begin to earn Bens?
- What activities moved many people and gave the greatest number of Bens?

Core Ideas: Benefits



- Critical mass of stakeholders necessary for change.
- Need to identify and use high leverage activities – those with the greatest payoff.
- Most effective improvements are based on a system wide view.
- Effects of change efforts are not usually immediate.
- Focus on learning and personal mastery for both staff and students.

Data Gathering



- What data gathering and planning activities did you choose and how did they help or hinder you?
- Did you continually collect data during the simulation? Did it matter?

Core Ideas: Data and Planning



- Collecting meaningful data and using it to plan is essential for effective systems change.
- Continuously improving organizations use a cycle of change (PDSA).
- It is important to plan before doing to avoid wasting valuable resources.
- Choices are driven by current data, successes and failures.

Handout #13

Sequence of Activities

- Did sequence of activities matter?
- How would you change your sequence if we played again?



Core Ideas: Sequence of Activities

- People move through stages of change. They need different activities at different points in the change process.
- Certain activities work best to initiate change; other activities need to happen later after awareness has been established and support from colleagues and key leaders secured.



Community...

- What activities helped school community members to learn continuously?
- How did your team learn continuously throughout the simulation?

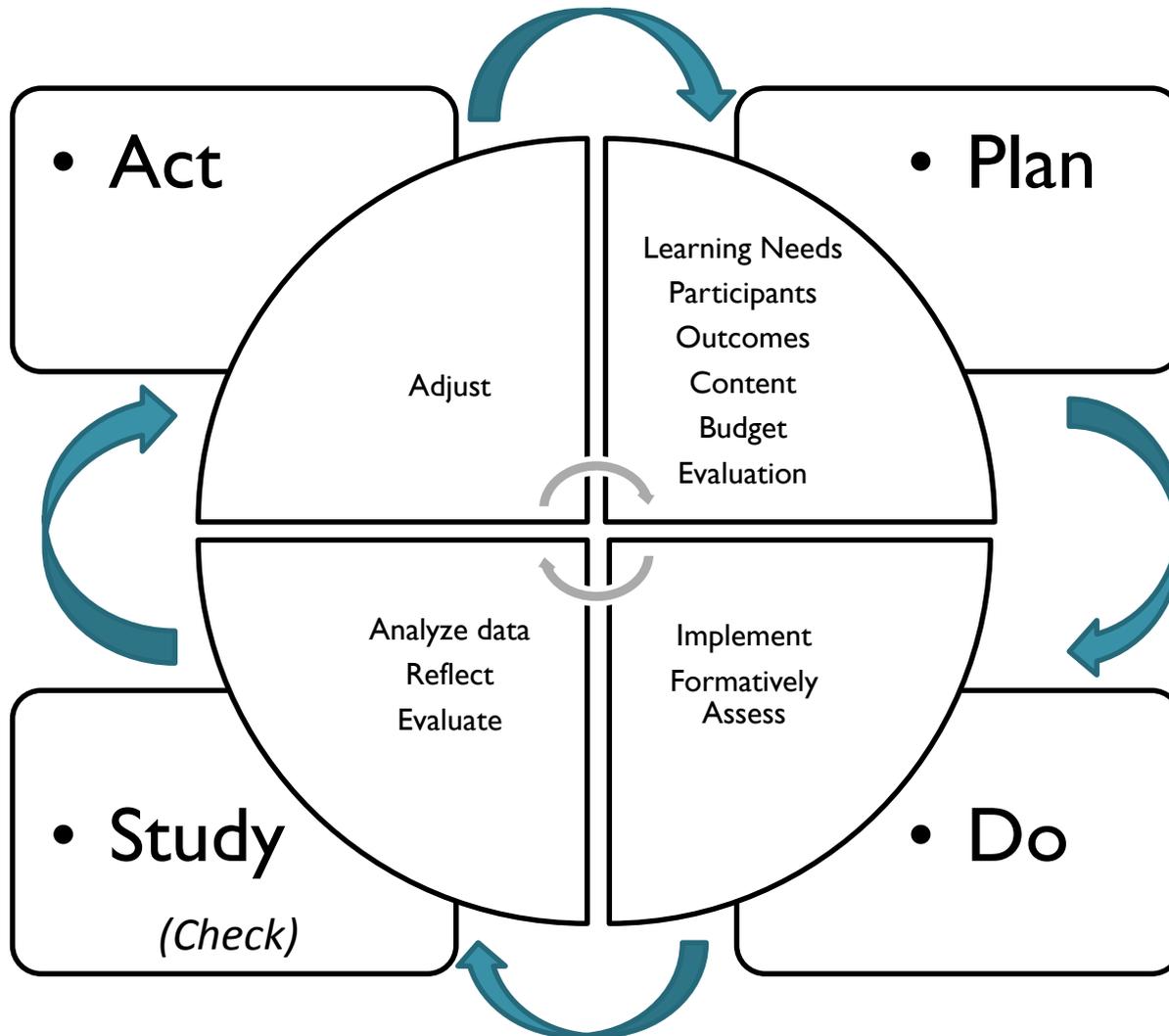


Core Ideas: Community

- Continuously improving organizations use a cycle of change (PDSA).
- Reflection and revisions of plans are essential to the change process.
- Learning through reflection contributes to continuously improving learning organizations.



School-wide Implementation



Learning Points

- Role of Effective Leadership
- Role of People in the Change Process
- A Systems Perspective of Change
- Understanding and Using the Process of Change

