

# ASPIRING LEADERS' INSTITUTE

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Maryland State Department of Education

## *Increasing Student Achievement Through Educational Leadership*

Day 2

Summer Session, 2016

# INSTITUTE OBJECTIVES

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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

**THINK OF A TIME WHEN YOU WERE  
MORE SUCCESSFUL THAN YOU  
THOUGHT YOU WOULD BE. WHAT  
FACTORS LED TO YOUR SUCCESS?**



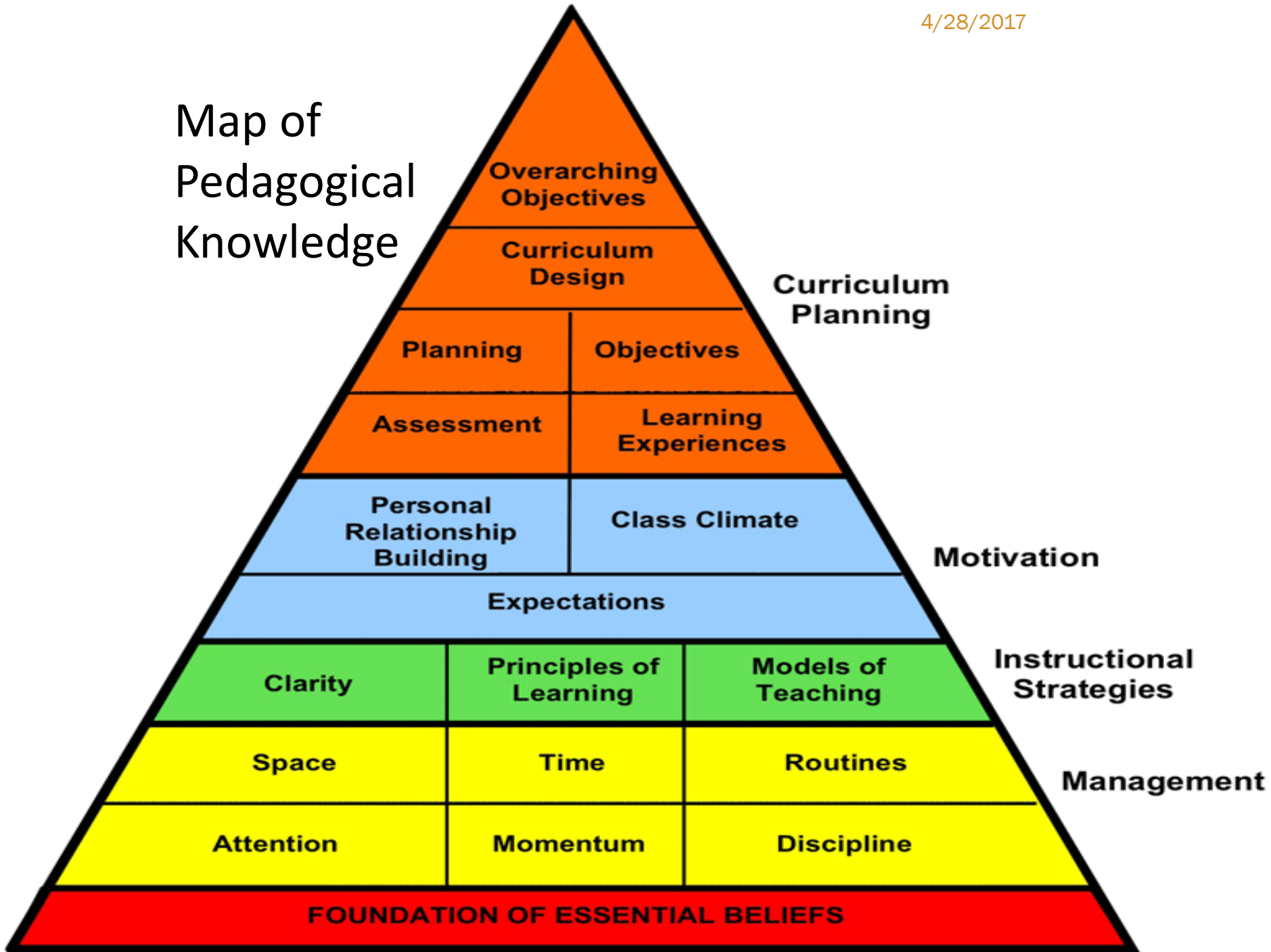
# THE SKILLFUL TEACHER

Building Your Teaching Skills



Tim Satterly  
Richard Givens

# Map of Pedagogical Knowledge



# FOUNDATIONS OF ESSENTIAL BELIEFS

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- ❖ Beliefs about Intelligence and children's capacity to learn
- ❖ Beliefs about learning
- ❖ Beliefs about teachers and teaching
- ❖ Beliefs about schools and schooling





# EFFORT-BASED ABILITY

4/28/2017

The belief that all students can do rigorous academic work at high standards, even if they are far behind academically and need a significant amount of time to catch up.



# “CRUCIAL MESSAGES FOR EFFORT-BASED ABILITY”

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4/28/2017

Please read from the bottom of  
page 86

“Crucial Messages for Effort-  
Based Ability”

through the top of page 91

“Interactive Teaching Behaviors”

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Leaders can influence  
and strengthen this  
belief in their staff  
members.

Effort-based ability  
emerges in individual  
teacher behavior and in  
school-wide structures



**WE NEED TO HELP STUDENTS DEVELOP THE BELIEF THAT THEY HAVE THE ABILITY TO DO RIGOROUS WORK AND MEET HIGH STANDARDS. WE DO THIS BY COMMUNICATING TO THE STUDENTS IN EVERY WAY:**

1. “This is important .”
2. “You can do it.”
3. “I won’t give up on you.”

## **SCHOOLS IN WHICH CHILDREN WHO ARE FAR BEHIND ACADEMICALLY EVENTUALLY SUCCEED SEND THESE CRUCIAL MESSAGES THROUGH A VARIETY OF MEANS INCLUDING:**

- Interactive teaching behaviors
- Classroom structures and procedures
- Classroom climate and personal relationship building
- Explicit teaching of effective effort to all students
- School-wide structures for building a culture of aspiration, effective effort, and responsibility
- A focus on the future

# ATTRIBUTION THEORY AND “ATTRIBUTION RETRAINING”

- ✘ Patterns of calling on students
- ✘ Responses to answers given
- ✘ Giving help
- ✘ Dealing with errors
- ✘ Giving tasks and assignments
- ✘ Offering feedback on student performance
- ✘ Displaying tenacity



# STUDENT LEARNING GROWS IN PROFESSIONAL CULTURES



# ASSESSING YOUR SCHOOL CULTURE

## 12 Norms of a Healthy School Culture:

- Collegiality
- Experimentation
- High Expectations
- Trust and Confidence
- Tangible Support
- Reaching out to Knowledge base
- Appreciation and Recognition
- Caring, celebration, and humor
- Involvement in decision-making
- Protection of what's important
- Traditions
- Honest, open communication

# AT TABLES...

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- Discuss common definitions of the 12 norms
- Use the 12 Norms handout to assess your current school



# ROUND ROBIN...

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- 12 dots
- 12 Norms around the room
- Individually place a dot under the number that matches your assessment of your school

# AT TABLES...

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- Review the Norm(s)
  - If the norm is strongly in place, think of possible reasons for this and suggest strategies to maintain
  - If the norm has a low score, think of possible reasons for this and suggest strategies to improve



# An Ideal School Walk





# IN SUMMARY...

- Delving into the *Professional Standards*
- Garden As a Metaphor
- The Principal As Culture Shaper
- Structures for Building a Culture of Student Aspiration, Effort, and Responsibility
- Assessing School Culture
- Ideal School Walk

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# HOMESWORK ASSIGNMENT

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- Share information with your principal
- Have him/her complete the assessment
- Mutually agree upon a School Improvement Project
- Complete the form and be prepared to discuss in October



# FRIDAY, OCTOBER 21, 2016

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- Augusta Fells Savage Institute of Visual Arts
- 9:00 am – 3:00 pm
- 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 relationship between teaching behaviors and student learning.

# FEEDBACK...