Five Fantastic Tips for Becoming An Inspirational and Credible School Leader

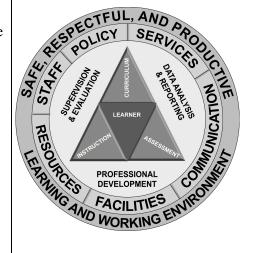# EXPECT

Communicate a vision, goals, and high expectations for student and teacher learning and gain commitment.

1. Student-Centered Goals	2. Connect the New Initiative to Other Goals and Programs	3. Show the process for getting to the vision.
We will improve the use of technology to increase student learning by means of . . . • integrating technology with content and literacy standards • using engaging instruction • monitoring student learning • maintaining a productive learning environment and • adapting instruction to student's learning needs		(see table below)

Detail for column 3:

1. <u>Rewrite</u> the standards in student/teacher-friendly language.	2. <u>Map/display</u> unit/chapter knowledge and skills.
3. <u>Create</u> assessments aligned to the standards	4. <u>Create</u> unit designs.
5. <u>Audit</u> to determine alignment and sufficient emphasis.	6. <u>Create</u> lesson pacing guides and/or lesson plans.
7. Match instruction to the standards.	

Techniques for Getting Attention, Creating Relevance, and Getting Commitment

• Advanced organizer • Create and ask questions	• Role play • View a movie • Listen to a song	• Draw • Pre-test • Values conflict	• Predict • Act out • Straw Vote • Story • Problem/Challenge	• Brainstorm • Debate/Controversy • Visualize • Journal/free write • Laser Talks

What changes/improvements do you want/need to lead this year?	What would you see, hear, or feel if the change/improvement was successful?

Dr. Bobb Darnell bobbarnell@mac.com www.achievementstrategies.org   9/13

Define improvement objectives inspire involvement, and provide ongoing professional learning, resources, and support.

Reading/Thinking Skills	Question Prompts	Graphic Organizers	Summary Frame
Order **sequences of events**. Identify the outcome or conclusion of a passage, based on previous occurrences or events in the text. Sequence steps in instructions	1. Trace the development of . . . 2. Sequence the events leading up to . . . 3. What do you do first when you . . . Next . . . 4. List the steps involved in . . . 5. What steps did _____take to solve reach her goal? 6. The next likely event would be (predict) . . . 7. After doing _____, the character's next decision was to . . . 8. What steps did you use to complete the math problem? 9. Which step was omitted from this process?	**Story Board** Chain of Events Initiating Event Event 1 Event 2 Final Outcome Event 3	**Sequence/Order/ Instructions** In order to _____ you must follow several steps. First, _____. Then, _____. Next, _____. After _____. Finally, _____.

Short-Cycle/Formative Assessment Plan

Teach, assess, provide correctives or enrichments	Teach, assess, provide correctives or enrichments	Teach, assess, provide correctives or enrichments	Teach, assess, provide correctives or enrichments	Evaluate (Summative Test)
Re-assess Observe progress and strategies	Re-assess Observe progress and strategies	Re-assess Observe progress and strategies	Re-assess Observe progress and strategies	Intervene and Re-assess if necessary

What will teachers need need to learn how to do in order to accomplish the change/improvement desired?

INSPECT

Inspect data, curriculum, instruction, assessment, culture and climate, the learning environment, and organizational operations. Know what is really going on and what is needed.

Using Walkthroughs to Enhance Student and Teacher Learning

Purposes of Three Types of Walkthroughs

1. **Implementation Walkthrough:** The purpose is to determine if program or improvement initiatives are being implemented as planned.
2. **Instructional Walkthrough:** The purpose is to determine if the instruction being delivered within the classroom reflects what is known about instructional effectiveness.
3. **Informational Walkthrough:** The purpose is to determine if the students are learning from the instruction being provided, and what evidence exists to back up this statement.

1 Plan and Involve the Staff	2 Conducting Walkthroughs
The planning team must consider the following questions: 1. What is the purpose of the walkthrough? 2. Who will participate in the walkthrough? 3. Where will it take place? What School? Which Classrooms? 4. How will you inform and notify all relevant parties? 5. Who will train participants? 6. What tools (graphic organizers) will the participants need? **Choose the focus for observations.** 1. Identify school improvement targets where you want to see progress. 2. Select characteristics of a "desired school future" where you believe teaching, leading, and learning will flourish. 3. Identify key components of effective practice based upon professional research and literature as well as teacher professional knowledge. 4. Use documents from state assessments, district benchmarks, and the district staff evaluation criteria. 5. Discuss the participants' vision of effective teaching and learning for the school? **Meet in a joint meeting where teachers also have the opportunity to have dialogue in small groups.**	The observer(s) should . . . 1. spend enough time in each classroom or school area to gather targeted data. 2. look for evidence that supports – or not – the Focus Question (student work on display, work students are engaged in, student work in portfolios, teacher questions, student responses). 3. use the pre-determined form or notetaking during the walk-through. 4. interact with at least two students (see student interview questions above). **3 Provide Feedback to Teachers** 1. Provide a written note about observations in the teachers' mailboxes after walkthroughs. 2. Visit later with teachers sharing observations and learning more about what took place prior and/or after the classroom visit. 3. Provide an email or voice message to the staff to let them know when debriefing will occur with the joint staff and/or professional teams.

4 Debrief with the Planning Team and Teachers: Analyze and Interpret Walkthrough Data	5 Determine Next Steps
1. Define the purpose of the meeting and communicate the time limit for the session. 2. Assemble in small groups (e.g., content-alike, grade-alike, cross-disciplinary). 3. Share and discuss the data.	Staff members could . . . 1. create SMART goals for improvement. 2. engage in problem solving related to a target improvement goal. 3. create professional development opportunities. 4. plan for additional walkthroughs. 5. collect additional data about teaching, learning, and the learning environment. 6. conduct action research. 7. share information with parents and other school/district stakeholders. 8. radically celebrate.

Dr. Bobb Darnell bobbarnell@mac.com www.achievementstrategies.org   9/13

Making Time for Walkthroughs

1. **Communicate efficiently and effectively** (e.g., phone calls, email, public relations, publishing schedule)
2. **Delegate** (e.g., secretary, train someone, instructional leadership team, ask for help.)
3. **Plan** (e.g., priorities, pre-schedule, find best time, to do lists, calendar of visits, eliminate non-essentials)
4. **Learn to say "No."** (e.g., quit non-mandatory committees, push back on amount of "stuff")
5. **Confront Time Guzzlers** (e.g., discipline issues, control interruptions, don't procrastinate, manage paper flow)
6. **Be visible**
7. **Use technology skillfully** (e.g., productivity tools, eliminate toys that don't save time)

Professional Needs Assessment

Area of Focus	Our department team would like to collaboratively work to , , ,
Curriculum and Unit Design	1. Create unit objectives for upcoming units. 2. Examine previously written objectives and determine their depth, variety, and comprehensiveness. 3. Review, create, or modify curriculum maps.
Assessment	4. Create a rubric for a performance, product, or task. 5. Examine a previously written test and tag the items with the unit objectives. 6. Create a test directly based upon the importance of the objectives and their emphasis during instruction. 7. Review a test to determine how effective it is for measuring students' strengths and learning needs. Make necessary or desired changes. 8. Create an assessment plan for an upcoming unit identifying types, frequency, and placement of assessments.
Academic Interventions	9. Create corrective activities that respond to students' learning needs for upcoming units. 10. Create enrichment activities that respond to students' mastery of tested materials and need for extension. 11. Create alternative assessments to use for reassessing student learning. 12. Create a program to address failing students and underachievers.
Instruction	13. Create lessons using new strategies to improve student learning. 14. Create instructional resource materials to be used during the implementation of new strategies and practices. 15. Create lessons resources to increase the achievement of special needs students (i.e., special education, ELL, and at-risk students).
Explicit Vocabulary Instruction	16. List vocabulary words that are important for students to know for each unit of study. 17. Create a list of "no excuse" words that students must know by the end of the course.
Explicit Reading, Writing, and Thinking Instruction	18. Select graphic organizers that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction. 19. Create exemplars of graphic organizers for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently. 20. Select summary frames that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction. 21. Create exemplars of summaries for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently.
Learning Environment	22. Develop behavior management systems and strategies. 23. Apply problem-solving strategies to address inappropriate student behaviors
Data Analysis, Goal Setting, and Planning	24. Examine student work and/or achievement data and identify the greatest areas of need. 25. Create a 30-60 day SMART goal to increase student learning. 26. Explore research-supported and classroom-testing practices/strategies that could address the student learning needs. 27. Create a plan for taking decisive new actions and/or for implementing new practices. 28. Review the implementation of new practices, determine the impact on student learning, and identify what your professional team has learned.
PD to Specific Topics	29. Learn about _____ from _____(Please list and describe.)
We Need . . .	27. (Please list and describe.)

RESPECT

Show empathy, trust confidence, and flexibility, and recognize progress and accomplishment.

School Leaders Can Be More Visible

1. Select different times to wander around: 8:00 AM, 10:00 AM, noon, 2:00PM, 4:00PM.
2. Engage in conversations to celebrate student and teacher success.
3. Conduct focused peer walkthroughs (e.g., 7 minute classroom snapshots.
4. Monitor the hallway and outside at transition times.
5. Schedule periodic one-to-one discussions.
6. Conduct task or focus group discussions.
7. Make staff room visits.
8. Collect student work samples and send admiration notes to colleagues about their students.
9. Wander by "black holes in school space" that you visit infrequently.
10. Observe display cases and consider what they say about the school.
11. Interview students in the hallways to find out how things are going.
12. Create a suggestion box and encourage teachers to place ideas in it.
13. Make sure you don't let a lot of time go by without talking to particular teachers.
14. Find out something about each of your constituents and refer to it from time to time when you are with them.

Robbins, P. & Alvy, H. (2004) The new principal's fieldbook: Strategies for success. Alexandria, VA: ASCD.

Leaders Can Recognize Others for Free

1. Look colleagues in the eye and say thank you.
2. Listen to your colleague with sincere intention.
3. Shake hands, give high fives, or thumbs up.
4. Be accessible and pay attention to colleagues.
5. Tell colleagues about additional training and conferences and advocate for support.
6. Close meetings by noting progress.
7. Link recognition to bigger organization and unit department goals.
8. Be specific about why you are recognizing each other.
9. Recognize in a timely fashion.
10. Follow up group recognition with individual recognition.
11. Recognize diversity/uniqueness/differences.
12. Recognize the behind the scenes people too (e.g., secretaries, mail person, etc.)
13. Write the word recognition in your calendar every day and act on it.
14. Bring visiting teachers to meet colleagues.
15. Leave recognition voice mails.
16. Tell someone how proud you are of him/her.
17. Post positive results (e.g., charts, graphs, other work).
18. Ask positive performers to be mentors.
19. Keep a supply of "thank you, you did a good job" notes on hand and distribute them accordingly.
20. Ask for advice about a new program or idea you are thinking about.
21. Send an e-card to recognize accomplishment.
22. Help a colleague on a big project.
23. Ask colleagues to be in charge of something.
24. Give a paid subscription to a professional magazine or membership.
25. Give certificates of recognition.

Darnell, Bobb. (2010) Twenty-first Century Instructional Leader. PD Quick Kits. Alexandria, VA: ASCD

Giving Positive Feedback to Teachers

1. Describe the positive teacher skill or behavior you saw. (e.g. "I saw ..." or "You (insert verb phrase)"
2. Provide a rationale as to why/how that skill/behavior promotes or supports student learning. (e.g. "Practicing with partners engages everyone and supports student learning.")

   Samples Statements

   "You allowed for more wait time. That will get kids thinking and participating more."

   "Your comprehension questions often went beyond the literal level. You are really getting these kids to think about what they read!"

REFLECT

Encourage educators to examine results, determine progress, recognize the need for adjustments, and celebrate success.

1. Talking about Planned and Delivered Curriculum Knowledge, Understandings, and Skills
1. What planned <u>knowledge, understandings, and skills</u> were **omitted/abandoned** during the delivery of the chapter/unit of study?
2. What knowledge, understandings, and skills were **added** during the delivery of the chapter/unit of study?
3. What were students' **strengths** related to the knowledge, understandings, and skills?
4. What knowledge, understandings, and skills were challenging for students and will be **needed for subsequent learning**?
5. What will you do to **re-teach or review** the knowledge, understandings, and skills identified in #4 and modify the unit.

2. Talking about Instructional Best Practices and Strategies
1. What instructional practices, strategies, and/or techniques **engaged** students and **facilitated achievement** of stated learning goals?
2. What instructional practices, strategies, and/or techniques **did not engage** students and **did not facilitate achievement** of stated learning goals?
3. What do we need to learn (e.g., strategies, practices, techniques) to increase student engagement and achievement?

3. Talking about Assessing Student Progress
1. What types of formative assessments do you use and how frequently?
2. What types of summative assessments do you use to assess students end-of-unit/chapter progress?
3. How do you analyze students' performance after assessments?
4. How do you provide students with feedback about their performance?
5. What targeted skills and/or knowledge are challenging for students?
6. What do you need or want to learn how to do related to assessing student learning?

4. Igniting and Inviting Data Conversations to Determine---Why is performance the way it is?	
1. Do I teach it?	5. Do I teach it frequently enough?
2. Do I teach it the way it is tested on classroom and external assessments?	6. Do I teach it for the appropriate duration?
3. Do I teach it to the same depth that it is tested?	7. Do I use the best (i.e., research-supported) practices or strategies?
4. Do I place it in the right sequence?	

5. Talking about New Innovations and Initiatives at the School			
1. What **CONCERNS** do you have about	2. What **QUESTIONS** do you have about	3. What positive results do you **HOPE** _____ brings?	4. What do you **NEED** to help you and/or your colleagues get ready for _____?

6. IDEAL Problem Solving Protocol	
I dentify the dimensions of the problem.	**A** dopt and implement a plan.
D etermine alternative solutions.	**L** ook back, evaluate, and adjust.
E stablish standards and evaluate each alternative solution.	