

Taking Wallace Research to Practice: **Shaping a Vision of Academic Success for All Students**

National Association of Elementary School Principals
and the Wallace Foundation Webinar Series

October 27, 2015

@naesp2015



The School Principal As Leader: Guiding Schools to Better Teaching and Learning (Wallace, 2013)



The Wallace Foundation®
VISIT OUR KNOWLEDGE CENTER AT
wallacefoundation.org

Since 2000, the Wallace Foundation has published more than 70 reports on leadership.

www.wallacefoundation.org
www.naesp.org

Wallace Foundation/NAESP Commitments

- NAESP is committed to lead in the advocacy and support for elementary and middle-level principals and other education leaders in their commitment to all children.
- The Wallace Foundation is committed to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. The Foundation seeks to catalyze broad impact by supporting the development, testing and sharing of new solutions and effective practices.

The School Principal as Leader: Guiding Schools to Better Teaching and Learning

- Since 2000, Wallace has supported states and school districts in developing improved leadership models for principals to better their schools. Their efforts have touched **24** states and numerous urban school districts.

The School Principal as Leader: Guiding Schools to Better Teaching and Learning

The Wallace Foundation's Principal Pipeline Initiative is a five-year undertaking that is helping districts develop larger corps of effective school principals and aspiring leaders.

The School Principal as Leader: Guiding Schools to Better Teaching and Learning

In 2011, six districts became participants in this initiative:

- Charlotte-Mecklenburg, NC
- Denver, CO
- Gwinnett County, GA
- Hillsborough County, FL
- New York City, NY
- Prince George's County, MD

Five Key Practices

- **Shaping a vision of academic success for all students.**
- Creating a climate hospitable to education.
- Cultivating leadership in others.
- Improving instruction.
- Managing people, data and processes to foster school improvement.



Moderator, Deborah Tyler, Director of
Principal Leadership Development
NAESP's Professional Learning and Outreach



Cheryl Franklin, Principal
Robert R. Gray Elementary School
Capitol Heights, Maryland

Gina O'Hare, Principal
Palisades Park Elementary
Charlotte, North Carolina



Cheryl Franklin

Robert R. Gray Elementary
Prince George's County, MD

Shaping a VISION of Academic Success for All Students
or
Creating a Positive School Climate for Students and Faculty

Robert R. Gray Elementary – The place where children SOAR!



Relentless Excellence, Rigor, and Results!!

Scholars At Work



Robert R. Gray Elementary's Demographics

- 450 Students
- 90% Free/Reduced Lunch
- 86% African American
- 13% Hispanic
- 1% Asian
- 7% ELL
- 8% Special Ed
- 2% TAG



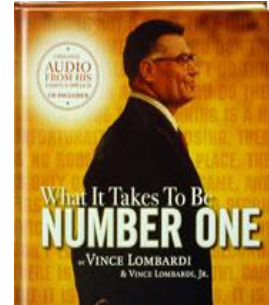
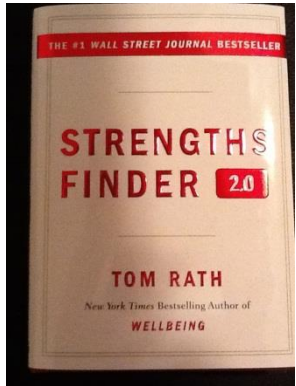
Context

- School was in an “improvement” status
- High staff turnover
- Stakeholder support was low
- “Compliance Culture”
- Expectations for achievement among school community was low

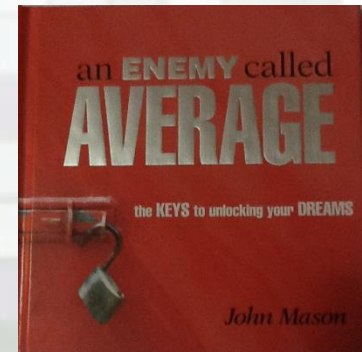
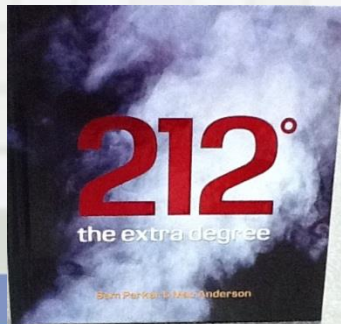


It Begins With Culture

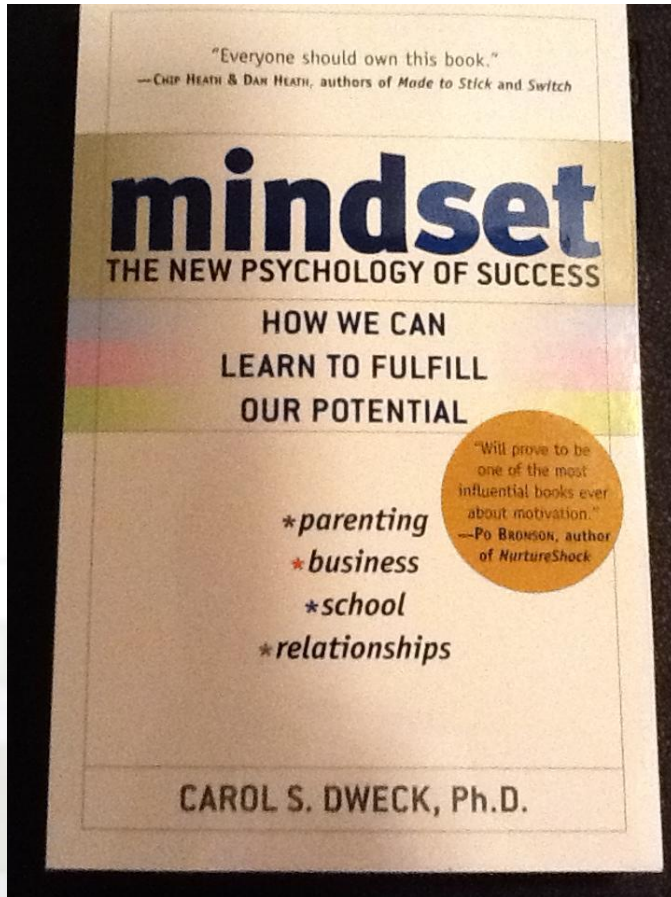
ASSESS your team – Is everyone focused on similar **beliefs** about the work?



- What **specific strategies** will you employ that will move your organization to **believe** in the work and to remain **committed** to the work?



What is YOUR Mindset?



I believe my students will get there.

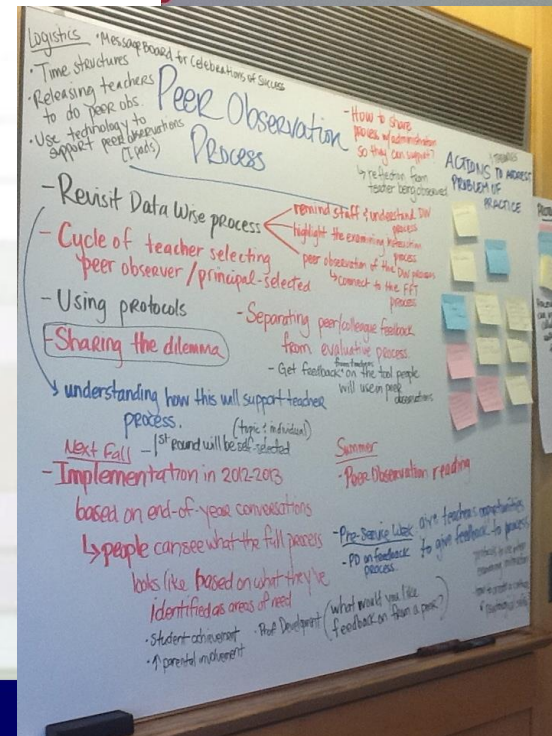
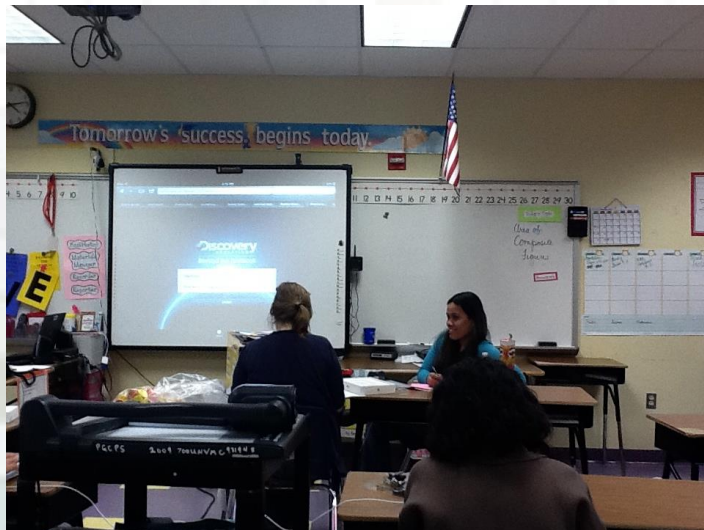
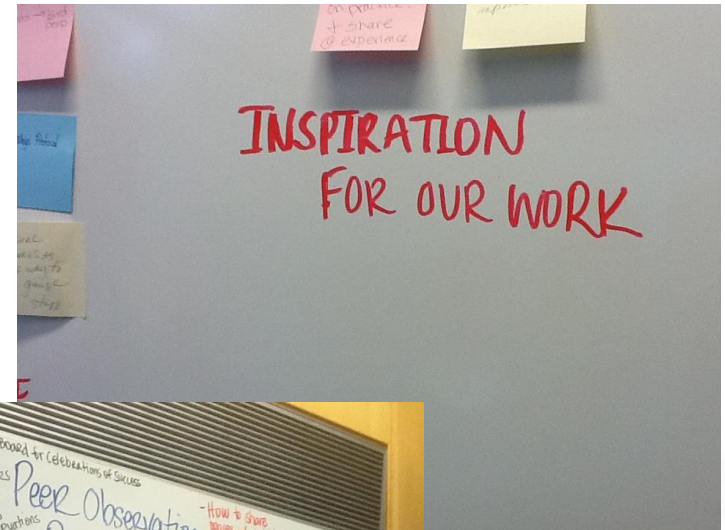
I hope my students will get there.

I make my students get there

I make my students believe they will get there.

I provide the supports so my students will get there.

Strategies for Effective Collaboration



You Are NOT Alone...

Groups that come together to **openly** discuss successes, strategies and stumbling blocks.

Teams **need** opportunities for intentional collaboration to focus the group on techniques towards developing students into successful learners and teachers into reflective practitioners.

Collaborative Teams



Building a Cohesive Culture

Which team are you?

- Compliance Culture
 - Requires micromanaging
 - Motivated by sanctions
 - Produces low performance
 - Lack of individuality
 - Low motivation
 - Lack of ownership
 - Feel constrained about sharing new ideas
 - People are thinking “in the box”
- Performance Culture
 - Requires parameters
 - Motivated by intrinsic values
 - Produces high performance
 - Allows for individuality
 - High motivation
 - Ownership of the task
 - Feel comfortable sharing ideas
 - People are thinking “out of the box”

Characteristics of Effective Teamwork

- We will:
 - Share our true feelings (**authenticity**)
 - Encourage each other (**mutuality**)
 - Support each other (**sympathy**)
 - Forgive each other (**mercy**)
 - Speak the truth in love (**honesty**)
 - Admit our weaknesses (**humility**)
 - Respect our differences (**courtesy**)
 - Not gossip (**confidentiality**)
 - Make group a priority (**frequency**)

*Warren, R. (2002), "The Purpose Driven Life"

Preparation For the Journey

DATA WISE

- Collaborative Planning Structures that are purposeful
- Building Assessment Literacy
- Examining Instruction (peer collaboration)

Boudett, K. P., City, E. A., & Murnane, R. J. (2005). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.



Our Evidence

Robert R. Gray Elementary

WEEK: _____ DATE: _____ GRADE: _____

CASL: Collaborative Analysis of Student Work
 1. Describe why you asked your students to complete this assessment or activity. What student academic content standards will the Assessment or activity measure? _____
Subject Area: _____

2. **Type of Assessment/Activity** (check one):
 Teacher developed
 Textbook Activity/Assessment
 Other- please describe: _____

3. **Level of assessment** (check one):
 Entry-level assessment (i.e., pretest, diagnostic, etc.) measures the extent of students' existing knowledge and skill, helping teachers determine whether certain content needs review and whether some students are ready for greater challenges.
 Progress monitoring assessment measures the extent to which students have mastered (or are mastering) content sufficient to move forward in the logical progression of instruction.
 Summative assessment (i.e., unit test, benchmark assessment, etc.) measures the extent to which students have mastered understand the content well and are able to apply the knowledge meaningfully.

4. Describe the standards, prerequisite knowledge; skills, and/or concepts the students in your class will need to know to be able to complete this assessment/activity. _____

5. Describe what students in your class will be asked to do to complete the assessment or activity. Design your scoring assessment. (Complete # 6 after Collaborative Analysis) _____

6. * Will the assessment or activity need to be modified for your three focus students? If so, describe how you will modify it. _____

ROBERT R. GRAY ELEMENTARY SCHOOL
COLLABORATIVE PLANNING SCHEDULE (8 WEEKS)
 2012-2013
 SESSIONS WILL BEGIN THE WEEK OF SEPTEMBER 17

Day	Grade	Time	Coverage
Monday	Kindergarten	7:45-9:15	Care- Johnson Childs- Mitchell Copp- Mitchell Johnson- Cole Gordale- Johnson
Friday	Kindergarten	7:45-9:15	
Thursday	Kindergarten	7:45-9:30	

Classes will remain with their homeroom teacher during Collaborative Planning Sessions. Departmentalization will remain in effect following both Collaborative Planning Sessions.

Teachers who have Media at 8:45, 10:30, and 12:45 should escort their students to the Media Center prior to attending Planning. The PLC will meet classes in their classrooms at the scheduled time (8:45, 10:30, and 12:45). Media and CA will follow to determine the logistics of the mid-year transition of classes (9:30, 11:15, 1:30).

Grade 2

Day	Time	Counselor	Media
Thursday	8:45-10:15	Carens- Johnson	Stacy- Carr
Friday	12:45-1:30	Signe	
Thursday	1:30-2:15	Counselor	

Grade 3-4

Day	Time	Counselor	Media
Wednesday	8:45-10:15	Manson	
Thursday	8:45-10:15	Thompson	
Friday	12:45-1:30	Counselor	

Specialist

Day	Time	Counselor	Media
Thursday	8:45-10:15	Everett	Karen
Friday	12:45-1:30	Counselor	Everett
Thursday	1:30-2:15	Fletcher	Media
Friday	10:30-11:15	Washington	
Thursday	11:15-12:00	Fletcher	Fletcher

Grade 3 and 4 will not have PE or Music during 8 Week Collaborative Planning Sessions. Counselor and Media will serve as special. Specialist will receive alternative from the building specialist and supervisor's Lead Teacher in order to plan instruction, assignments, and content that aligns with state level Reading and Mathematics standards and within the content of Music and Physical Education. This time will also be used to plan for Friday Collaborative Classes in cooperative space building and whole group activities, exposure to health and arts content, and video and oral read presentations with discussion.

Robert R. Gray Elementary School
 Instructional Team Meeting
 December 18, 2012

Student	Teacher	Grade	Month	Progress	Action Taken
Grove, Sterling D.O.B. 10/31/03	Mrs. Childs	Grade K	November	Academics	Action Taken
Parent: Mrs. Childs					
Time: 8:30					
Student: Miller, Jonathan D.O.B. 10/22/04	Mrs. Childs	Grade: 02	November	Academics	Action Taken
Parent: M. Nisnami					
Time: 9:10					
Student: Zamari- Johnson D.O.B. 01/12/2001	Ms. Fletcher	Grade: 06	November	Academics	Action Taken
Parent: Ms. Fletcher					
Time: 6:35					
Student: Fletcher-Diery D.O.B. 11-06-2000	Ms. Fletcher	Grade: 06	November	Academics	Action Taken
Parent: Ms. Fletcher					
Time: 10:05					
Student: Patterson D.O.B. 08/24/2004	Ms. Fletcher	Grade: 06	November	Academics	Action Taken
Parent: Fletcher					
Time: 10:30					
Student: Kent, Cameron M. D.O.B. 10/24/06	Ms. Fletcher	Grade: 1	November	Academics	Action Taken
Parent: Gray, M.					
Time: 11:00					

Building Teacher Capacity

“ Reflective Conversations about practice requires teachers to understand and analyze events in the classroom.”

“The role of the colleague, coach, supervisor in the conversation is critical; they supply the mirror, the sounding board, and sometimes the challenging voice.”

Danielson, Charlotte. (2009). Talk About Teaching: Leading professional Conversations by Charlotte Danielson

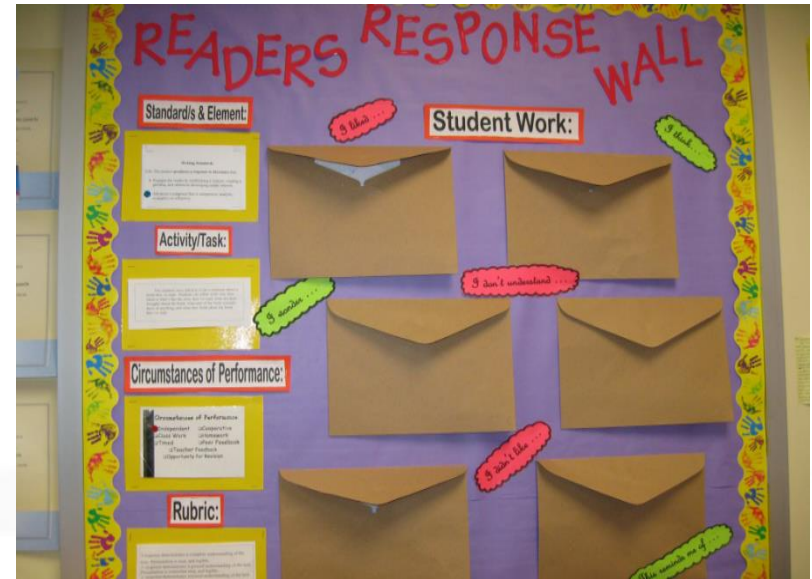
Professional Developing the Team

Everyone is still growing...

The POWER of “Instructional Conversations”

Scholarly journal articles that support the work of the learning community

Professional Development and Conferences



Stakeholder Involvement

Parent Focus Walks
Parent Book Studies
Parent Attendance at
Conferences
Parent/Student Athletic
Events
Climate Surveys
Parent Policy and Home-
School Compact

Parent Resource Room
Volunteerism/Mentors
Newsletters
STEM Based
After School
Enrichment/Clubs
Resource Donations
Community Service
Student partnerships
with neighboring high
school

Greatest Contributing Factors

Planning for Collaborative Work

Opportunities to Analyze Student Data Resources

Reflection and Dialogue About Our Work

Modifying the Work

Supporting Staff Growth and Leadership

Supporting a Culture Conducive to Excellence

Ensuring the EVERYONE Feels VALUED and is a part of the COMMUNITY

Bringing It All Together

Instruction/SLO's

- Content knowledge and proficiency
- Common Core Implementation
- Rigor demonstrated by students and staff

Data Wise/ Collaborative Planning

- Collaborative structures to analyze multiple data sources that will guide instructional practices and positively impact student achievement.

Framework for Teaching

- Reflecting on the implementation of student centered instructional practices
- Evidence based learning
- Real world experiences

Colleague Communities

- Strengthen teachers' knowledge base around instructional protocols that will impact professional capacity, collaborative culture, reflective practices, and student success.



★ **STUDENT ACHIEVEMENT** ★

THANK YOU





Gina O'Hare

Palisades Park Elementary

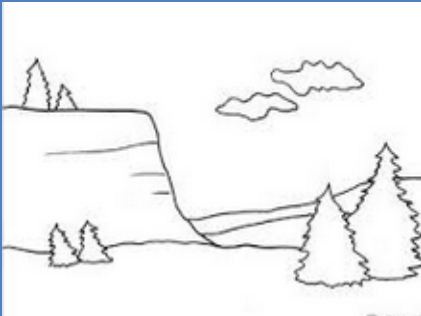


Creating a Positive School Climate for
Students and Faculty

Principal of 3 Schools

Focus School

Plateaued



High Poverty,
Title I

Turn Around

School



Brand New

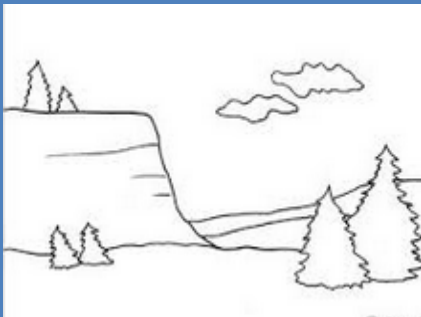
STEM School

Partial Magnet



3 Approaches

Focus School
Plateaued



**Creating
effective PLCs**

High Poverty,
Title I
Turn Around
School



**Staffing,
Professional
Development**

Brand New
STEM School
Partial Magnet



**Branding, data
and processes**

Palisades Park Elementary's Demographics

- 723 Students
- 40% Economically Disadvantaged
- 36% African American
- 15% Hispanic
- 39% White
- 5% ELL
- 8% Special Ed
- 6% Gifted



Very diverse population with a wide range of socio-economic backgrounds



Challenges

90% of staff and students displaced from nearby school	Creating the <i>Palisades Park</i> way vs. the <i>Where We Came From</i> way.
STEM / Magnet program	NC STEM Attribute- 4 stages-EARLY Limited resources, limited training
Core of highly involved parents	Being accessible –planned meetings Frequent communication Establishing PTSA and School Leadership Team (SLT)

STAFF



- Communicating high expectations for teaching and learning
- Embedded professional development on Data Driven Instruction during PLCs
- Holding everyone accountable for student outcomes and tying into evaluations
- Creating a respectful, supportive, positive environment----mixed with some fun

READING

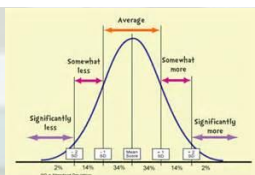
	Palisades Park			
	BOY	MOY	EOY	Change (BOY to EOY)
K	145.9	158.2	166.2	20.3
1	166.9	174.7	180.9	14.0
2	178.8	188.6	192.8	14.0
3	192.2	199	203.2	11.0
4	202.4	210.1	213.2	10.8
5	210.2	213.7	219.2	9.0
				13.18

MATH

	Palisades Park			
	BOY	MOY	EOY	Change (BOY to EOY)
K	145.9	158.3	167.5	21.6
1	166.1	174.5	183.8	17.7
2	179.7	187.8	194.5	14.8
3	191.3	199.5	206.8	15.5
4	204.6	215.1	223.2	18.6
5	215.6	223.3	233.7	18.1
				17.72



FAC



STEM

- Branding
- Being deliberate and strategic
- Advocating for your school



Parents and Community

- Visible and Informative at PTSA, SLT, Community meetings and events
- Responsive to their needs
- Communicating progress and outcomes



Palisades Park
Elementary
School Leadership Team
Meeting
September 24, 2015



RESULTS....

- ✓ High Growth Status-ranked 8th elementary in the state for highest growth index
- ✓ Overall School Performance Grade = B
- ✓ School's Index score higher than district average on Instructional Culture Insight survey (TNTP)
- ✓ Met our goal



School Accountability Growth Estimates

School Accountability Growth Type	2015	
	Index	Level
Overall	7.40	Exceeds Expected Growth



THANK YOU



Discussion and Dialogue

- What are the skills necessary for a principal to lead the work of crafting, working toward, and holding staff accountable for professional practices that align to the school's vision?
- If you were to design a process for creating or adapting a school, vision, what key elements would you include in that process?
- How should the characteristics of a school's student body relate to and shape a school's vision?

Discussion and Dialogue

- What formal communication channels were enlisted to communicate the school's vision and how is this kept in the forefront with all stakeholders?
- How would a school leader know if school staff was incorporating the vision in daily practice?

Discussion and Dialogue

- How often and under what circumstances should a school revisit its vision statement?
- How does the school vision become a branding mechanism for the school and why would a school leader seek to accomplish this?

Discussion and Dialogue

- How can the vision be used as an organizing principle for making concrete decisions about daily practices?
- How does the school vision become a branding mechanism for the school and why would a school leader seek to accomplish this?

Shaping a Vision of Academic Success for All Students



Future NAEESP Webinars Taking Wallace Research to Practice Series

Dates	Titles
November 17, 2015	Cultivating Leadership in Others
January 26, 2016	Improving Instruction to Enable Teachers to Teach at their Best and Students to Learn to their Utmost
February 25, 2016	Managing People, Data, and Processes to Foster School Improvement

The School Principal as Leader: Guiding Schools to Better Teaching and Learning

Resources

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NAESP Conference 2016

SAVE THE DATE!



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