

Levers for School Success: What ANet has Learned from Schools Across the Country

LAPCS Conference – October 13, 2015

<p>Participants will leave this session with:</p> <ul style="list-style-type: none"> • A defined “lever” where you want to grow your instructional leadership this year • An understanding of the top leader actions that strengthen teachers’ ability to use standards and data to drive instruction • Belief in the importance of instructional priorities and clarity about yours for this school year 	<p>Agenda</p> <ol style="list-style-type: none"> 1. Introduction and Overview 2. Prepare Yourself 3. Prioritize 4. Prepare Your Team 5. Closing
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ANet Leader Levers

Prepare yourself	<ol style="list-style-type: none"> 1. Build expertise and opinions about standards and instruction <ol style="list-style-type: none"> a. Give yourself time to build deep understanding of the standards and what they require of students b. Give yourself time to get and stay informed about what strong Common Core Standards-aligned plans and instruction look like c. Have an opinion on teachers’ current ability to use the standards to drive plans and instruction so that you can match support to their starting points 2. Build expertise and opinions about data <ol style="list-style-type: none"> a. Give yourself time to investigate trends in student data (<i>school-wide, grade level, class, subject, sub-populations</i>) b. Have a strong opinion about teacher strengths and weaknesses (<i>school-wide, grade level or subject, individual</i>) c. Have a strong opinion about which students and teachers need support most (<i>note: grows in scope/depth as capacity grows</i>)
Prioritize	<ol style="list-style-type: none"> 3. Pursue a limited number of school-wide academic priorities through high quality use of time and structures <ol style="list-style-type: none"> a. Commit to and invest teachers in a limited number of overarching academic priorities for the school year, and use data to target resources and support throughout the year to achieve that priority b. Create and ensure high quality <i>use</i> of a school-wide calendar that provides sacred time to advance instruction: peer-to-peer collaborative planning, teaching and learning cycle structures, targeted teacher support, student intervention systems c. Define expectations and systems for planning and instruction, so that teachers operate within consistent routines, have clear objectives for collaborative planning time, have easy-to-access plans, and know what to expect for observations and feedback d. Define and protect sacred time for school leadership to observe and give feedback on teacher planning and instructional time
Prepare your team	<ol style="list-style-type: none"> 4. Develop teachers to strengthen instruction and adult culture <ol style="list-style-type: none"> a. Build and pursue a vision for strong professional development that is grounded in a growth mindset and shapes adult culture b. Provide regular, hands-on skill-building and practice with standards and planning c. Support teachers to draw quality conclusions from data by asking questions, pushing their thinking, and thought-partnering on positive action steps to take d. Give frequent, actionable, and high-impact praise and feedback on teachers’ plans and instruction 5. Develop your leadership team to deepen impact across the school <ol style="list-style-type: none"> a. Prepare your leadership team to support teachers by providing guidance and development b. Distribute leadership of T&L cycle structures based on team member strengths, once school-wide vision and habits are in place c. Foster a positive sense of accountability on the leadership team by facilitating regular reflection and action planning based on whether efforts are resulting in stronger instruction and student learning

Prepare Yourself Best Practices

1. Build expertise and opinions about standards and instruction.	2. Build expertise and opinions about data.

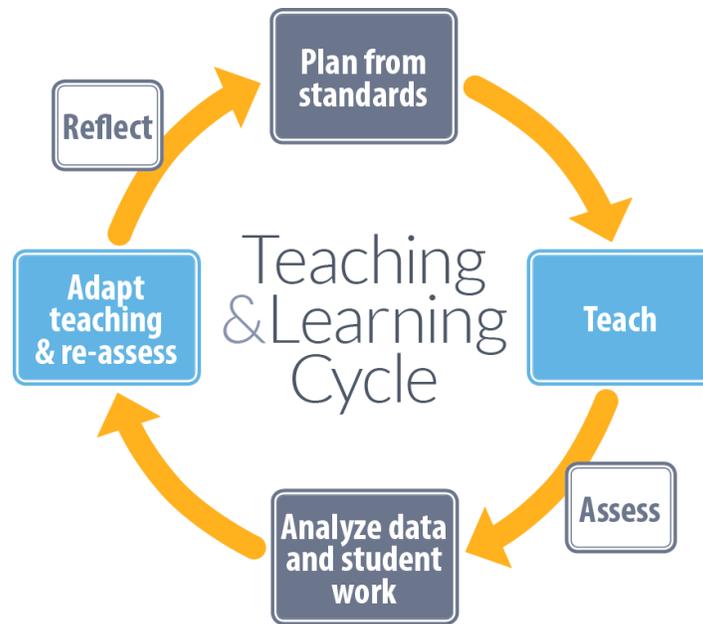
Prioritize

Recommend ELA Priorities	Recommended Math Priorities
<ul style="list-style-type: none"> • Use of complex texts (with all students) across subject areas to build knowledge and understanding • Write standards-aligned, scaffolded text-dependent questions (and responses) that translate into text-based discussion and writing—all driving toward key understandings in the text • Study the reading and writing standards to ensure strong pairings with texts in the curriculum; identify the different parts of the standard (and potential misunderstandings) in order to ensure rigor and alignment with instructional content • Balance close reading and other types of reading instruction (<i>volume of reading, reading to build content, skills based, etc.</i>) to equip students with the knowledge and skills needed to become strong readers • Integrate reading, writing, and content (<i>science + social studies</i>) to provide cohesive instruction, as called for by the Common Core 	<p><u>Content Priorities:</u></p> <ul style="list-style-type: none"> • Focus on the major work of the grade to understand the demands and aspects of rigor called for by the standards. • Study and deeply understand coherence within grade-level standards including supporting and additional standards. • Study and deeply understand coherence across grade-levels by studying progressions of concepts within the major work. <p><u>Instructional Priorities:</u></p> <ul style="list-style-type: none"> • Pose high-quality tasks that are accessible to all students and require them to actively engage in mathematical thinking. • Build student understanding through the use of models and by encouraging multiple solution methods. • Prompt and require students to share their thinking and discuss each other’s thinking both orally and through writing. • Develop students’ ability to justify their thinking using precise mathematical language and vocabulary.

What are your academic priorities this year?	Why? <i>What problem do these solve?</i> <i>How will these improve instruction?</i>	How will you make sure these are successful?

Prepare Your Team – Evidence from Videos

4. Develop teachers to strength instruction and adult culture	5. Develop your leadership team to deepen impact across the school



Closing Reflections

- Which of the leader levers do you most want to focus on as a professional growth area this year? What next steps will you take?
- Which of these levers is the most challenging for your school? Why?
- What are two solutions you think could counteract those challenges?

Contact Information

Madeline Brown

Executive Director, Louisiana

mbrown@achievementnetwork.org

504-247-4426

Artifact

Alain Locke Charter School: *CCSS Transition Plan Overview & 80/20 Focus Over Time*

Getting to Our Strategic Plan



Priorities Timeline (80/20 Focus)

2011-12	Gap analysis/ Begin development of Common Core transition plan with leadership team
2012-13	Focus on ELA: refine the pacing plan that is aligned with adopted interim assessments aligned to the ELA common Core (ANet)
2013-14	Focus on Math: gain deeper understanding of CCSS mastery, begin to incorporate math practice standards into instruction and plan continued support for students who are behind
2014-15	Dive deeper into ELA standards <ul style="list-style-type: none"> • build skills through unpacking CC ELA standards and understanding student outcomes • plan core-aligned instructional strategies • adopt core-aligned writing standards

Alain Locke Charter School (IL)